DECLARATION

This research project is my original work and has not been presented for award of a degree or any other award in any university.

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This research project has been submitted with our approval as university supervisors.

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DEDICATION

I dedicate this research project to the Almighty God, My wife Esther and my children Gloria, Kalama, Dama and Kadii, for their support and encouragement in ensuring that I succeed in my work.
ACKNOWLEDGEMENT

I wish to express my endless thanks to the Almighty God for having given me his grace to undertake this research project. Its success and completion would not have been without the committed guidance and encouraging insights of my supervisors, Dr. Jackline Nyerere and Mr. Gatimu Kiranga thank you. My thanks also goes to the D.E.O, Kaloleni District, Education officers, principals and teacher of the sampled schools that formed the research sample for their cooperation. My colleagues in the department of educational management, policy and curriculum studies were also of much help in my course and research. Special thanks also go to my entire family for their continued support and prayers throughout my period of study. To my other friends and well wishers to you all I say thank you. To Sammy who spent some of his valuable time behind the computer typing this research project and ensuring that it was well knit together, all of you, may the Lord God bless you and thank you so much.
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<th>Description</th>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information Systems</td>
</tr>
<tr>
<td>HIV/AIDs</td>
<td>Human Immune Virus/ Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>LATF</td>
<td>Local Authority Transfer Fund</td>
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<tr>
<td>NCST</td>
<td>National Council for Science and Technology</td>
</tr>
<tr>
<td>TQM</td>
<td>Total Quality Management</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education, Science and Culture Organization</td>
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<td>UNICEF</td>
<td>United Nations Children Fund</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

Provision of education for all is a major priority of all governments especially in the developing nations. Expansion of educational places has therefore taken the centre stage of many governments’ efforts to try and meet the ever increasing demand for education. This has been so especially for the secondary education sub-sector where much prominence has been placed. The broad aim of the study was to find out the impact of the rapid expansion in provision of public secondary education on quality learning in Kaloleni District. It took a special focus on the public secondary schools in the district and assessed the standards to which they are operating. The objectives of the study were to establish availability of infrastructure and their impact on provision of quality education; to establish the availability of trained teachers and its influence on provision of quality education; to assess the extent to which rapid expansion of public secondary education was hindering provision of quality education in the schools; to analyze the performance of public secondary schools in provision of quality education and to find out ways of improving the quality of education in the public secondary schools in the District. The study used a descriptive survey technique in its undertaking. This technique was important as it is mostly suited for a quantitative research on education issues. It used a non-probability purposeful sampling technique and simple stratified sampling to get the respondents to the research instruments. A sample of 42 teachers was chosen from a population of 137 teachers, six principals and three education officials. Data was collected using questionnaires for teachers and interviews for principal and education officers. Quantitative data was summarized into frequency distributions, measures of central tendencies (mean) and measures of dispersion (standard deviation and range). The qualitative data was then analyzed using the thematic analysis and SPSS for making meaningful conclusions and recommendations from the study. The analyzed data was presented using tables and charts. According to the findings of the study expansion of public secondary education in Kaloleni District was not guarantying quality learning in the schools. It was therefore, imperative that a thorough assessment should be done before establishing new public secondary schools in the district and also the government should try and improve the conditions under which the already existing public secondary schools are operating.
CHAPTER ONE

INTRODUCTION

This chapter gives an introduction of the study. It gives highlights of the background of the study as it states the problem of the study and its purpose. It touches on the objectives, research questions, significance of the study and assumptions made by the researcher, limitations and delimitations of the study have also been mentioned and also the theoretical and conceptual framework of the study. The central terms of the study have also been defined in this chapter.

1.1 Background of the Study

Expansion of educational places has been among the key priorities of many developing countries, Kenya included. Since independence, the government made education one of its top priorities where expansion of the education sector including secondary education was emphasized in the first post-independence Kenya Education Commission (1964) report. This was motivated by the need of educated man power for the newly Independent nation. The expansion resulted in the establishment of many harambee schools as had been recommended in the Kenya education Commission (1964) report.

In more recent times, the introduction of Free Primary Education (FPE) in 2003 resulted in increased enrolments in the primary schools and later in the subsequent secondary sub-sector. The period from 2003 therefore, has seen tremendous progress in the secondary sub-sector ranging from infrastructural and enrolment expansion to increased participation and transition rates (EMIS, 2008). This progress has been realized through
the efforts of the government through initiatives like the Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATF) infrastructural investment into the secondary sub-sector. Local communities and other Donor agencies have also helped in the expansion efforts of the educational institutions.

The demand for secondary school education has continued to hold much prominence worldwide due to progress towards universal primary school completion, cohorts of young.

People searching for the key to a better life and the global demand for an increasingly sophisticated labor force (World Bank. 2010). Quality being at the heart of education influences what students learn, how they can learn and what benefits they draw from their education. UNICEF (2000), identified the five dimensions of quality in education as quality: learners, environment, content, processes and outcomes. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living. Evidence over the past decade has shown that efforts to expand enrollment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes (UNESCO, 2005). Today’s struggle in Kenyan education is no longer about seeking to regain control of the school, both privately and publicly; instead, it concerns the quality of education as provided in the school, family and society (Ojiambo, 2009).

To satisfy this demand, more and more secondary schools are put up and the capacities of the existing schools are increased. Free secondary school education in 2003 shot
enrolment from 800,000 to 1.9 million in 2012. Transition from primary to secondary schools shot from 40 percent in 2003, to 73 percent in 2012, (Standard Newspaper 30th December, 2012). 4200 secondary schools were also built under the Constituency Development Funds (CDF) Projects. This increase however, has not been matched with proportionate increases in other areas of the sub-sectors. Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievements in some countries have shown that a sizeable percentage of countries are acquiring only a fraction of the knowledge and skills they are expected to master (UNESCO, 2005). What students are meant to learn has often not been clearly defined, well taught or accurately assessed. The number of trained teachers in the public secondary schools has been noted to be on decline (EMIS, 2008) and physical facilities like classrooms and laboratories in the schools are overstretched, a scenario which is overwhelming.

1.2 Statement of the Problem

Despite the effort of making secondary education accessible to all deserving students, some schools still cannot guarantee the standards that can ensure quality education. Many secondary schools are put up without considering some other supportive resources that enhance quality learning in schools. The central problem of the study was that rapid expansion of secondary education without proportional supply of human and other physical resources was compromising the quality of education in the secondary sub-sector in Kaloleni District as indicated by the poor conditions the schools were
operating within, low human resource input and poor performance of students especially in national examinations.

1.3 **Purpose of the Study**

The purpose of the study was to analyze the expansion of public secondary schools and its impact on quality education in Kaloleni District, Kilifi County, Kenya.

1.4 **Objectives of the Study**

The study focused on the following objectives

i) To establish availability of infrastructure and their impact on provision of quality education.

ii) Assess the extent to which rapid expansion of public secondary education is hindering provision of quality education in schools.

iii) To find ways of improving the quality of education in the public secondary schools in the District of study.

iv) To establish the availability of trained teachers and their influence on provision of quality education in Kaloleni District Public secondary schools.

v) To analyze the performance of public secondary schools in provision of quality education in Kaloleni District.
1.5 Research Questions

The study focused on the following questions:

i) What is the present staffing status of Kaloleni District public secondary schools with trained teachers?

ii) What are the enrolments of the public secondary schools in the study District?

iii) What is the current status of classrooms and other physical facilities in the Public secondary schools in Kaloleni District?

iv) How can the public secondary schools in Kaloleni District continue providing quality education at the backdrop of increased students’ enrolment?

v) Why are there more public secondary schools being put up and the existing ones increasing in enrolment in Kaloleni District?

vi) How are the available trained teachers in Kaloleni District public secondary schools able to meet the demand of providing quality education?

vii) What are the challenges faced by the public secondary schools in the study District in offering quality education?

1.6 Significance of the Study

The findings of the study would be of great importance to all the stakeholders of education. It would help in shading light on the standards and conditions that the public secondary schools are operating in Kaloleni District. It would highlight on the challenges faced by the public secondary schools in providing quality education and suggest possible ways of overcoming those challenges. The study could also be used in resolving similar problems in areas faced with related problems. It also formed a base of literature on which others could develop their studies.
1.7 Assumptions of the Study

The study had the following assumptions:-

i) All respondents would be co-operative and would provide reliable responses.

ii) The public secondary schools in Kaloleni District were poorly supplied with human and other physical resources from the government.

iii) There was an increase in the number of public secondary schools and students in Kaloleni District.

1.8 Limitations of the Study

The study was limited only to public secondary schools in Kaloleni District. It therefore, could not include public secondary schools outside Kaloleni District and result findings may not truly reflect similar outcome like in other regions.

Quality in education may be looked at from varied perspectives but the study limited itself to how quality learners, school environment and teachers influence the quality of education in the public secondary schools.

1.9 Delimitations of the Study

The study concentrated on the public secondary schools in Kaloleni District. It would compare the standards in which the schools with adequate facilities are operating versus those with inadequate facilities are operating in the district of study.
1.10 Theoretical Framework

The study adopted the theory of Total Quality Management (TQM) by Deming (1986). Total Quality Management being a modern approach to quality management is a very important component in an organization or institution that values productivity. This is because of greater concern about efficiency, effectiveness and quality in industry and public service. TQM is an integrative philosophy of management for continuously improving the quality of products and processes. TQM functions on the premise that the quality of products and processes is the responsibility of everyone who is involved with the creation on consumption of the products or services offered by an organization. In other words, TQM capitalizes on the involvement of management, workforce, suppliers and even customers in order to meet or exceed customer expectations.

TQM being a quality improvement body of methodologies that are customers based and service oriented is of importance in the education sector especially in the newly established secondary schools in Kaloleni District which were still grappling with quality and standards in education. Its orientation of involving all the stakeholders is best as it gives a common focus for those providing education and those receiving education and the final consumers or society.

Some of the fourteen points of Deming for implementation of the TQM are also applied to the academic environments as:
1.10.1 Deming's TQM Principles

1. Create and maintain a constancy of purpose toward improvement of students and service. Aim to create the best quality students capable of improving all forms of processes and entering meaningful positions in society.

2. Embrace the new philosophy. Educational management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.

3. Work to abolish grading and the harmful effects of rating people. Focus on the learning process, not the rating process.

4. Work with the educational institutions from which students come. Minimize total cost of education by improving the relationship with student sources and helping to improve quality of students coming into your system.

5. Improve continuous and forever the system of student improvement and service to improve quality and productivity in personal life and community.

6. Institute continuous training on the job for students, teachers, classified staff and administrators; for all people connected to the human organization or community.

7. Institute leadership. The aim of supervision (leadership) should be to help people use technology and materials to do a better job and set the pace driving human creativity.

8. Drive out fear, so that everyone may work effectively for the school system. Create an environment which encourages people to speak freely and take risks.

9. Break down barriers between departments, people in teaching, special education, accounting, food service, administration, curriculum development and research must work as a team. Develop strategies for increasing the cooperation among
groups and individual people. Planning will facilitate this dynamic

10. Remove barriers that rob the students, teachers and management (principals, superintendents and central office support staff) of their right to pride and joy of workmanship. This means abolition of the annual or merit rating and of management by objectives. The responsibility of all educational managers must be changed from quantity to quality. Put everybody in the community to work to accomplish the transformation. The transformation is everybody's job.

TQM being a quality improvement body of methodologies that are customers based and service oriented is of importance in the education sector especially in the expanded public secondary schools in Kaloleni District which were still grappling with quality and standards in education. Its orientation of involving all the stakeholders is best as it gives a common focus for those providing education and those receiving education and the final consumers or society.
1.11 Conceptual Framework

Conceptual framework is a type of intermediate theory that attempts to connect all aspects of enquiry. A conceptual framework is used in research to outline possible courses of action and to present a preferred approach to an idea or thought.

Learner’s characteristics
- School readiness
- Prior knowledge experience
- Barriers to learning

Enabling inputs
Teaching and learning
- Learning time
- Teaching methods
- Assessment & feedback
- Teaching & learning materials
- Physical infrastructure & facilities
- Human Resources; teachers, principals and inspectors.

Context
- Educational knowledge and supportive infrastructure
- Public resources available for education
- Competitiveness of the teaching profession on the labor market
- Philosophical stand point of teacher and learner
- Peer effects
- Parental/ community support
- Time available for schooling and Home work
- Labor market demands

Outcomes
- Literacy, numeracy & life skills
- Creative and emotional skills
- Values

Figure 2.1 Conceptual Framework
Source: Adapted from Kimani (2010).
From the above conceptual framework, the dependent variables are the learners’ characteristics and outcomes. The independent variables are the enabling inputs and context. As the learners go to the schools they are motivated by how the schools operate and the confidence that they have in the schools to achieving quality education. The learning institutions with their physical and human resources coupled with the processes experienced influence the end products from those learning institutions.

1.12 Operational Definition of Central Terms

**Education expansion:** Increase in the number of schools and student’s enrolment.

**Secondary education:** The level of Education after Primary Education that marks the end of basic education programmes.

**Quality education:** Education that meets the objectives of a given educational programme.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Expanding educational opportunities has been an important goal for African governments, with education seen both as an end in itself and as an investment in human capital. This chapter covers how the trends of educational expansion are taking place with specific focus on: the expansion of secondary education; Quality of education; Quality learners; Quality learning environment; Quality processes and Effective schools research.

2.2 Expansion of Secondary Education

Government statements since the early years of independence have highlighted the importance of education for achieving economic growth, effective government and equity goals (UNESCO, 1992). The government has therefore invested a large amount of resources in this sector. In 1990 government expenditure on education as a percentage of GDP was 6.0 percent in Kenya compared to 5.0 percent worldwide.

The effort of the government in providing education have been complemented by the public or the community since independence through building of harambee secondary schools and now by the Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATF) infrastructural investment into the secondary sub-sector. This has seen the number of public secondary school increase from 3583 in 2003 to 5127 in 2007. The number of public secondary school students increased by 33.9 percent from 881,328 in 2003 to 1,180,268 in 2007 (EMIS, 2008).
Today the demand for secondary education worldwide is due to progress towards universal primary completion, cohorts of young people searching for the key to a better life and the global demand for an increasingly sophisticated labour force (World Bank, 2010). This is because secondary level of education determines selection and admission to tertiary and higher education, job preparation and 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 this reason among others that access to secondary education has continued to expand through establishment of more institution at this level. This expansion has been markedly rapid since independence, in comparison to the other levels such as primary and university. Between 1965 and 1989 enrolment rates at the secondary schools level increased from 4 to 23 percent (Republic of Kenya, 1992). Between 2003 and 2007, the enrolment in Public secondary Schools increased by 33.9 percent, from 881,328 to 1,180,268 respectively (EMIS, 2008).

Varied factors promote the rapid expansion of secondary schools. These include: communities development initiatives, long distance to other secondary schools, desire for affordable low-cost secondary education, parents wanting their children to study near home so that they can monitor their progress, a growing population of primary school leavers desiring secondary education and inability of local children to meet entry criteria to other secondary schools.
2.3 Quality of Education

Providing one simple definition of quality in education has widely been seen to be elusive. Instead we need clearer understanding of how context-curriculum, school organization, resources and facilities and evaluation of pupils, teachers and systems - can contribute to quality (OECD, 1989). As with any value - laden concept definitions of quality change over time and vary from different individuals and groups (Kathryn. 1994).

According to UNESCO (2005), two principals characterize most attempts to define quality in education; the first identifies learners' cognitive development as the major explicit objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasizes education's role in promoting values and attitudes of responsible citizenship in nurturing creative and emotional development. UNICEF (2000) looks at the desirable dimensions of quality as: learners, environments, contests, processes and outcomes, founded on 'the rights of the whole child, and all children, to survival, protection, development and participation'. Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities, environments that are healthy, safe, protective, gender-sensitive, and provide adequate resources and facilities. Content that is reflected in relevant curriculum and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. Outcomes are those which encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Here, education is looked as a complex system embedded in a political, cultural and economic context, where establishing a contextualized understanding of quality means including relevant stakeholders who often hold different views and meanings of educational quality. (Motala, 2000; Benoliel, O'Gara and Miske, 1999) An expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (Competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation).

The 1990 World Declaration on Education for all identified quality as a prerequisite for achieving the fundamental goal of equity. It was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education. Whether parents send their children to school at all is likely to depend on judgments' they make about the quality of teaching and learning provided, upon whether attending school is worth the time and cost for their children and for themselves (UNESCO, 2005).
The Dakar framework for action declared that access to quality education was the right of every child. It affirmed that quality was 'at the heart of education' - a fundamental determinant of enrolment, retention and achievements.

**2.4 Quality Learners**

School systems work with children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including, early childhood experiences and home support. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (McCain and Mustard, 1999).

Positive early experiences and interactions are also vital to preparing a quality learner. A large study in 12 Latin American countries found that attendance at day care coupled with higher level of parental involvement that include parents reading to young children is associated with higher test scores and lower rates of grade repetition in Primary school (Willms, 2000). In addition to cognitive effects, the benefits of good early childhood programmes include better psychosocial development. Effective and appropriate stimulation in a child's early years influences the brain development necessary for emotional regulation, arousal, and behavioral management.

In looking at regular attendance for learning, research demonstrates that to achieve academically, children must attend school consistently. A child's exposure to curriculum - his or her 'opportunity to learn' - significantly influences achievement and exposure to
curriculum comes from being in school (Fuller et al; 1999). A study of village based schools in Malawi found that students with higher rates of attendance had greater learning gains and lower rates of repetition, a finding consistent with many other studies (Miske, Dowd et al; 1998).

Concurring with the emphasis for early childhood experiences to make quality learners, a new study laments on the quality of Kenya's education system, where it has been found that millions of Kenya's primary school children are graduating without attaining basic numeracy and literacy skills. Almost half of the children in primary schools, including those in upper classes lack basic numeracy and literacy skills, which means that heavy investments that the government has put in education have not borne fruit (Business Daily, April 23, 2010). This lack of competence at the bottom of the learning ladder is also hurting the performance and credibility of students at higher levels, ultimately diluting the quality of Kenya's human resource base and competitiveness in a global economy.

2.5 Quality Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, though hard to
measure. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task.

Even when schools do have adequate infrastructure, parents may be reluctant to allow children - especially girls to attend if they are located too far away from children's homes. Generally, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation.

### 2.6 Quality Processes

Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and pupil-teacher ratios, or on curriculum content. However, in recent years, more attention has been paid to educational processes - how teachers and administrators use inputs to frame meaningful learning experiences for students.

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling - Hammond, 1997). Mastery of subject matter and pedagogical skills affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their ability to use that knowledge to help students learn.
Countries that have achieved high learning standards have invested steadily in the teaching profession. Training models for teachers should be reconsidered to strengthen school-based pre and in-service training rather than rely on lengthy traditional, institutional pre-service training.

To improve the quality of learning the government must focus on teacher recruitment, learning materials and inspection. Examples from 'High performance' countries which have tended to shift their attention towards quality include the Republic of Korea which focuses on quality by giving more importance to students' “sense of the future and social moral responsibilities”. Teachers received longer training and better incentives, while physical facilities in schools were improved. In Cuba competition in the form of ‘emulation’ plays an important role for self-improvement through solidarity and collaboration among peers. Emulation occurs among pupils, among teachers and among schools. They have an example of “collective pedagogy”, where a group of subject teachers meet frequently for mutual learning and joint development of curricula, methods and materials (Gasparini, 2000: 9-14). This has earned them an education system that stakeholders are encouraged to improve.

In Canada where the teaching profession is held in high esteem. Despite teacher shortages, admission to teacher training is highly competitive. In-service training amounts to forty days per year in some parts of the country and participation is often obligatory or a condition for promotion, and financially rewarded.
In the Kenyan scenario the number of teachers has been noted to decline as the schools and enrolments are increasing. The number of public secondary school teachers in Kilifi District Declined from 499 teachers in 2003 to 400 teachers in 2007, (EMIS, 2008). The situation in the public secondary schools in Kaloleni District is summarized in table 1.

2.7 Effective Schools Research

This is an emerging empirical approach to the study of schools and classrooms. In this approach, ways of organizing schooling - e.g. time spent in class, amount of homework, ways of assessing pupils' progress, and teachers’ expectations or experiences and in-service training were likely to affect students' outcomes quite apart from the resource input.

Their main innovation was to add new school-level factors to the earlier analyses that had looked at process within schools only to the extent that they were believed to be important for academic outcomes.

According to Edmond (1979), educators have become increasingly convinced that the characteristics of schools are important determinants of academic achievement. Edmonds concluded that the characteristics of an effective school would be as follows:-

- Strong educational leadership by the principal
- Clear and widely understood instructional goals
- Safe and orderly school climate conducive to teaching and learning
- Teachers with high expectations for students’ success
- Frequent monitoring of pupils achievement as the basis for program evaluation.
2.8 Summary

Education is a vital tool in the development process of any nation. The Kenyan government putting education as a priority has in the last two decades increased spending on education as a proportion of Gross Domestic Product (GDP) from 5.1% in 1980/1981 to 15% in 2008/2009, (Ojiambo, 2009). This spending by the government which has seen the expansion of many education sectors thus needs to be accompanied with quality guarantee of the education offered. The proposed study therefore seeks to analyse the situation of the expanded public secondary schools sub sector to find out the extent to which quality learning is taking place in the public secondary schools within the District of study. It will also attempt to suggest possible ways of improving quality of education in the public secondary schools of the study district.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This Chapter presents the design, population, sampling procedures, instrumentation and procedures of data collection and analysis.

3.2 Research Design

Given the nature of the variables such as the expansion of secondary education and the quality of education, the study employed the survey technique of research. This is because it involves careful description of education phenomena and reports the way things are. Descriptive survey is able to explore the relationship between variables in their natural setting as they occur (Sproul, 1988). This type of study gathers data at a particular point in time with the intention of identifying the standards against which existing conditions can be compared (Orodho, 2009). The survey design is the most appropriate as its used as a method of collecting information about people's attitudes, opinions, habits or any of the variety of education on social issues. This design was important for the study as it can help in describing the nature of the existing conditions in the newly established secondary schools.

3.3 Locale of the Study

The study was carried out in Kaloleni District, Kilifi County. The district is located about 20 kilometers to the North West of Mombasa town. The economic activities of the area include livestock keeping, crop farming, trade, some mining and quarrying.
Most parts of the district are semi-arid and so are not agriculturally productive. This makes most people from the area to rely on food bought from other places hence leaving them cash strapped.

3.4 Target Population

The target population of the study was the entire Kaloleni District Public Secondary Schools and the district’s Ministry of Education Science and Technology. It targeted 21 schools, 137 teachers and 20 education officials.

3.5 Sample and Sampling Procedure

The study used a purposive non-probability sampling to sample six out of the 21 public secondary schools in the district that have at least up to form three classes. 42 teachers were selected from 137 teachers of the Kaloleni District public secondary schools using the stratified random sampling to yield at 30.7% of the targeted population of 137 teachers, which is a representative sample above 5% of the total population (Orodho, 2008). Seven teachers from each of the six selected schools were picked at random and six principals from the schools visited. Three officials from the district and divisional education offices were also considered to be respondents to the study.

<table>
<thead>
<tr>
<th>Item of Study</th>
<th>Number of Items</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>21</td>
<td>6</td>
<td>28.6%</td>
</tr>
<tr>
<td>Principals</td>
<td>21</td>
<td>6</td>
<td>28.6%</td>
</tr>
<tr>
<td>Teachers</td>
<td>137</td>
<td>42</td>
<td>30.7%</td>
</tr>
<tr>
<td>Education Officials</td>
<td>20</td>
<td>3</td>
<td>15%</td>
</tr>
</tbody>
</table>

Table 3.1 Sampling Units
3.6 Study Instruments

The study used questionnaires, interviews and observations to gather information. Questionnaires will be used for the teachers. Different interview schedules were used for Head Teachers and Education officials and an observation schedule was also used in the study.

3.7 Piloting

Twenty teachers selected for piloting from two schools which are not part of the main study were given questionnaires to fill in as part of piloting.

3.7.1 Validity

Orodho (2009) asserts that validity for an instrument is the degree to which it measures what it purports to be measuring. To ensure validity of the instrument, a pilot study will be conducted prior to the actual research to improve content validity of the instruments. The items found to be ambiguous are discouraged all together or rewarded to meet the standards. Validity was established by correcting the scores with a similar instrument. Further expert advice was also sought from the supervisors.

3.7.2 Reliability

Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure it consistently. To ensure reliability of the study, test re-test method was applied. Test re-test reliability requires that an instrument should give similar results when used on the second occasion on same or similar subjects, assuming
that nothing being measured has changed in the meantime (Gomm, 2008). For research purposes, a correlation coefficient (r) of about 0.75 should be considered high enough to judge the reliability of the instrument (Orodho, 2009). This was computed using the spearman rank order correlation with the help of SPSS.

\[
\text{Rho (r_s)} = \frac{(1 - (6\sum d_i^2))}{n (n^2-1)}
\]

### 3.8 Data Collection Procedure

After getting clearance from Kenyatta University graduate school and a permit from the National Council for Science and Technology (NCST) to go to the field and collect data, data collect from respondents through administering questionnaires to teachers in the sampled schools as they can read on their own and fill in them. Interviews were used for head teachers of the sampled schools and education officials whose responses were based on open ended questions and discussions. Direct observation of the sampled schools was also done on the physical facilities in the schools in study.

### 3.9 Data Analysis Techniques

After collecting the questionnaires from the respondents, the data was classified and coded according to the responses from the respondents. Descriptive results were obtained using techniques such as frequency distributions, measures of central tendency (means) and measures of dispersion. Although descriptive statistical techniques do not ascertain cause and effect relationships, they help the readers to see and perceive the situation as it is on the ground.
Thematic analysis which is a method for analyzing a transcript of a focus group or depth interview data will also be used to analyze collected data. The statistical package for social sciences (SPSS) was of great help in analyzing data.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the result of the analysis of the responses from teachers, principals and education officers in Kaloleni District. The study sought to assess public secondary schools expansion and its impact on education quality in Kaloleni District, Kilifi County. The data was collected, analyzed and the information presented in form of pie charts, bar graphs and tables. The analysis was done with the help of SPSS program. The interpretation and presentation of data was guided by the objectives as follows:-

i) To established availability of infrastructure and their impact on provision of quality education.

ii) Assess the extent to which rapid expansion of public secondary education is hindering provision of quality education in schools.

iii) To find ways of improving the quality of education in the public and secondary schools in the District of study.

iv) To establish the availability of trained teachers and their influence on provision of quality education in Kaloleni District Public secondary schools.

v) To analyze the performance of public secondary school in provision of quality education in Kaloleni District.
4.2 Questionnaire Return Rate

From the table 4.1 a total of 42 questionnaires were issued to the selected teachers. The 40 questionnaire were completed and returned. This translates to 95.2 % return rate which was considered to be appropriate for this study and hence they were analyzed.

<table>
<thead>
<tr>
<th>Number of questionnaires issued</th>
<th>Number of questionnaires returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>40</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

Table 4.1 Questionnaire return rate

4.3 Objective Number one sought out to established availability of infrastructure and their impact on provision of Quality Education in Kaloleni District Public Secondary Schools

From the responses of the teachers and education officers interviewed, they concurred that the schools in Kaloleni District are not adequate equipped with the necessary physical facilities. The common missing facilities include Libraries, Classrooms and Sporting facilities.

This objective was looked at under the following sub-sections.
4.3.1 Availability of necessary teaching and learning resources

![Bar Chart](image)

**Figure 4.1 Availability of necessary teaching and learning resources**

Majority of the teachers who were respondents to the study revealed that their respective schools do not have all the necessary teaching and learning resources. This was 76.2% of the total respondents compared to only 23.8% who responded that their respective schools have all the necessary teaching and learning resources. Their laboratories were not equipped with the necessary facilities; the schools did not have enough reference materials and other teaching facilities. Other structure and sporting facilities were inadequate in most schools. This inadequacy of teaching and learning resources in majority of the school presents a scenario of strained resources, hence low quality learning.

4.3.2 Adequacy of Classrooms in Schools Surveyed
From the respondents, majority of the schools do not have adequate classrooms. Few of them have enough classrooms. Quality 36% of the schools surveyed were found to have inadequate classrooms while 64% of the schools surveyed had enough classrooms.

Figure 4.2 Adequacy of Classrooms
4.4 Objective Number two sought to assess the extent to which rapid expansion of public secondary education is hindering provision of quality education in the schools.

An interview with the education officers in Kaloleni district revealed that the gross enrolment increased from 4088 students in 2008 to 7673 student in 2014. This marked an 87.7% increase. Also schools increased from 10 to 21 secondary schools during the same period. This shows that there is expansion in the secondary education sub-sector in Kaloleni district.

Data collected and analysed in aspects touching on this objective were looked at as follows:-

4.4.1 Age Details of Schools visited

![Figure 4.3 Age Details of Schools visited](image)

Figure 4.3 Age Details of Schools visited
Majority of schools visited (50%) were between 5 and 10 years old since they started. Very few were over 10 years old at 16.7% while those below 5 years old were 33.3%. This shows that there are many new public secondary schools coming up in Kaloleni district.

4.4.2 Students Population per class

Many principals interviewed headed schools with student population per class being between 40 and 50 students which was at 33.3% of the respondents. This was similar representation to those with between 30 and 40 students per class. Those with 20 – 30 students formed 16.7% of the respondents similar to those with above 50 students per class. Generally, from the principals responses 50% of the schools had classes with over 40 students per class.
These findings revealed that most public secondary schools in Kaloleni District have larger classes which are bound to have an impact on the quality of education. Krueger (1999) notes that after controlling for numerous family background and school characteristics, smaller classes performed better on standardized tests than students in larger classes. Also the larger the class, the greater the instructions effort devoted to class-wide activities at the expense of individual attention, Correa (1993). In this way individual student learning and outcomes decline as class size increases. This leaves the situation in Kaloleni district public secondary school unity in terms of inequality of it education.

4.4.3 General Students Population per Classroom

![Figure 4.5 Students’ population per classroom](image-url)
The responses of the teachers interviewed are also in agreement with those of the principals, they revealed that 33.1% of the schools visited had classroom population of 40-50 students. This formed majority of the schools visited, while those with above 50 students were 26.2% of the total schools visited. 21.4% of the schools surveyed had classroom population of 25-40 students while a few of them at 19.0% of the total school visited between 10 and 25 students per classroom. The 59.2% of classes having over 40 students reveals a situation of overcrowding in the classrooms. This raises several challenges to both learners and teachers in the classrooms.

4.4.4 Average streams per class

Figure 4.6 Average streams per class
Most of the principals interviewed (50% of the total respondents) had their respective schools having an average of 4 streams per class. 33.3% of them had their schools with an average of one stream per class. The least representation (16.7%) was of schools with an average of 2 streams per class.

4.4.5 Rating of Students by Ability

![Diagram showing students' ability distribution](image)

**Figure 4.7 Rating of students by ability**

Most of the schools visited revealed that most students’ ability is average. This made up of 42.9% of the total responses while those below average made up of 40.5%. Very few students at 16.7% were rated above average in students’ ability.
4.5 Objective Number three sought out to find ways of improving the quality of education in the public secondary schools in Kaloleni District.

Questionnaires were issued to the respondents and their findings were recorded as follows:-

4.5.1 Perception on New and Existing Secondary schools

![Figure 4.8 Perceptions on New and Existing Secondary schools](image)

Majority of teachers at 81% supported the idea of increasing the capacities of old existing schools as compared to establishing new public secondary schools which was supported by 19% of the respondents. This is also in line with recommendations of a task force on Basic Education Regulation 2014 (Daily Nation 21st October, 2014). It proposes restrictions on the creation of new schools in areas that have learning
institutions with unutilized classrooms or undeveloped space. This is to ensure efficient use of resources and even distribution of teachers. For effective utilization if the scarce resources, establishment of new public secondary school in Kaloleni District should be well thought of versus improving the performance of existing schools as a way of improving the quality of education.

4.5.2 Opportunities on in-service courses for subject area

![Figure 4.9 Teachers opportunities on in-service courses](image)

Many teachers interviewed had no opportunity for in-service courses for their respective subject areas. This formed 35.7% of the total respondents. 26.2% of the total respondents received sporadic opportunities on in-service courses while 21.4% of the teachers interviewed had in-service training once per year. A small proportion of the respondents at 16.7% had the in-service courses once per term. In service training being core in professional development is essential to quality. The significant
proportion of teachers receiving irregular or no opportunity to such trainings casts doubts on their pedagogical skills. To improve on quality in education, in-service training should be more frequent, regular and compulsory for all teachers.

4.6 Objective Number four sought out to establish the availability of trained teachers and their influence on provision of quality education in Kaloleni District public secondary schools.

The principals’ responses and those of the education officers touching on this objective were presented under the following sub headings:-

4.6.1 Gender Representation of Teachers interviewed

![Gender Representation Chart]

Figure 4.10 Gender representations of teachers

Figure 4.10 Shows that majority of the respondents were male teachers at 52.4% of the total respondents while female teachers constituted 47.6% of the total teachers interviewed.
4.6.2 Teacher Representation in Schools

From the respondents, majority of teaching staff (64.6%) in most schools are TSC employees. The other 35.4% of teaching staff are employee of by Board of management (B.O.M) of the schools.

The presents a situation that there are not enough trained teachers in Kaloleni District public secondary schools.
4.6.3 Nature of B.O.G. teachers

66.7% of the B.O.G teachers are trained teachers while 33.3% of them are untrained teachers.

Figure 4.12 Nature of B.O.G. teachers
4.6.4 Highest qualification of Untrained Teachers

**Figure 4.13 Qualifications of Untrained Teachers**

Majority of untrained teachers at 33.3%, are form four leaders and undergraduate students respectively. Diploma holders and degree holders made up of 16.7% each. There was no untrained teacher with postgraduate studies.

From the responses it is clear that good proportions (35.4%) of the teachers in Kaloleni District are B.O.G teachers. Out of this 33.3% of them are not trained as teachers.

4.7 Objective Number five sought out to analyze the performance of public secondary schools in provision of quality education in Kaloleni District.

The responses and findings addressing this objective were presented under the following sub-sections.
4.7.1 Period Served by teachers in the station

![Bar chart showing the distribution of years worked by teachers.](image)

**Figure 4.14 Period served by teachers in the station**

Most of the teachers interviewed had worked for over 9 years in their respective stations. This was 35.7% of the total teachers interviewed. Next were those who had worked for the period 6 – 8 years at 23.8% while those who had worked for the period 3 – 5 years were 21.4% of the teachers interviewed. The least at 19.0% had worked for a period of 1 – 2 years. The presence of majority of teacher (59.5%) having worked in the station over five years confers in them an understanding of the education trends in the schools they serve.

Teachers have a substantial effect on students’ achievement. Hedges and Laine (1996) found a positive relationship between years of teacher experience and student test
scores. Research has been consistent in finding correlations between years of teaching experience and higher students’ achievement, whereby Teachers with more than five years in the classroom seem to be the most effective.

4.7.2 Teacher Expectation on Students’ academic performance

![Bar chart showing teacher expectations on students' academic performance](image)

**Figure 4.15 Teacher expectations on students’ academic performance**

The largest percentage of teachers interviewed at 42.9% expected their students to be above average, while 33.3% of the respondents expected students to be average in academic performance. A few of them at 9.5% perceived their students as below average and a significant 14.3% expected their students to be excellent.
4.7.3 Period Worked in station

![Bar chart showing periods worked in station]

**Figure 4.16 Period Worked by principals in the station**

Majority of the principals interviewed had served for a period between 3 and 6 years in their respective stations. This was 50% of the total respondents while 33.3% of the total respondents had served for more than 6 years in their respective stations. A few of the respondents had served for less than one year in their respective stations.
4.7.4 Teachers’ workload per week

Majority of the teachers (35.7% of teachers interviewed) had workloads of 11 – 20 lessons per week, while those with 21-30 lessons made up 26.2% of the total respondents. 28.6% of the respondents had workloads of above 30 lessons per week. Very few of them at 9.5% had less than 10 lessons per week. The presence of 54.8% teachers having a workload of more than twenty lessons per week exposes a situation whereby the teacher seem to be overloaded. The other 45.2% with less than 20 lessons per week have adequate time for lesson preparation which is good in classroom delivery.
4.7.5 Period served as a Principal/Head teacher

Many of the respondents had served as principals/head teachers for a period less than 5 years. This formed 66.7% of the total respondents while only 33.3% of the respondents had served for more than 5 years as heads of institutions.

Figure 4.18 Period served as a Principal/Head teacher

Many of the respondents had served as principals/head teachers for a period less than 5 years. This formed 66.7% of the total respondents while only 33.3% of the respondents had served for more than 5 years as heads of institutions.
4.7.6 Details of total enrollment of the schools visited

![Graph showing enrollment details of schools]

**Figure 4.19 Enrollment details of schools**

From the schools surveyed those with total enrollment of below 100 students constituted 33.3% similar to those with between 100 and 200 students in total enrollment. Those with a population of over 300 students were similar percentage as those with between 200 and 300 students at 16.7% each.

The common challenges faced by several schools were student absenteeism, big workload among teachers, overcrowding in classrooms and lack of parent involvement. Many teachers interviewed suggested the following as possible solutions to the challenges faced: harmonization of school fees, guidance and counseling of students, improving learning resources and facilities, increasing number of teaching staff and involvement of all stakeholders in teaching processes.
4.8 Discussion

It was clear that majority of the respondents (teachers) were male teachers at 52.4% of the total respondents while female teachers constituted 47.6% of the total teachers interviewed. Despite the difference in gender proportion, the difference is not acute and therefore may not have a direct effect on quality learning at Kaloleni District. Majority of the teachers who were respondents revealed that their respective schools do not have all the necessary teaching and learning resources. This was 76.2% of the total respondents compared to only 23.8% who responded that their respective schools have all the necessary teaching and learning resources. This could be due to lack of proper funding and poor fees payment rates. The missing resources may be reflecting the poor quality of learning at Kaloleni District.

The principals also revealed that most of their schools lacked learning resources. These included physical facilities, teaching and learning resources. In terms of structures the head teachers mentioned libraries, classrooms and sporting facilities as lacking in most schools. As a measure taken by the heads of schools, they have been developing proposals to the B.O.G, County government among other stakeholders in order to address the missing resources.

From the respondents, majority of schools do not have adequate classrooms. Few of them have enough classrooms. On the other hand, many respondents revealed that most of the schools visited lacked learning and teaching resources. Other structures and sporting facilities were inadequate in most schools. Majority of schools visited (50%)
were between 5 and 10 years old since they started. Very few were over 10 years old at 16.7% while those below 5 years old were 33.3%. This means most schools are still new in the area and may have been due to the emergence of devolved governments and the introduction of Constituency Development Funds (CDF).

Many principals interviewed headed schools with student population per class being between 40 and 50 students at 33.3% of the respondents. This was similar in representation to those with between 30 and 40 students per class. Those with 20 – 30 students formed 16.7% of the respondents similar to those with above 50 students per class. Teacher student ratio is not balanced in the area. The findings therefore reveal an existing gap in terms of staffing.

Most of the schools visited revealed that most students’ ability is average. This made up of 42.9% of the total responses while those below average made up 40.5%. Very few students at 16.7% were rated above average in ability. From these findings it reveals that the different students may have been caused by a wide range of factors including the surrounding influence. Also different academic performance of the students has an impact on the quality of learning.

As a way of improving the situation in Kaloleni District, majority of teachers at 81% supported the idea of increasing the capacities of old existing schools as compared to establishing new public secondary schools. This is an indication that there is acute shortage among the existing schools. There is also likelihood that improving capacities
in existing schools is cheaper and effective than establishing more new secondary schools.

It was also clear that many teachers interviewed had no opportunity for in-service courses for their respective subject areas. This formed 35.7% of the total respondents. 26.2% of the total respondents had sporadic opportunities on in-service courses while 21.4% of them had in-service training once per year. A few of the respondents at 16.7% had the in-service courses once per term. This means there is irregular in-service training of teachers. There is likelihood that some specific subject areas are targeted more than others for in-service course provision.

Majority of the principals interviewed had served for a period between 3 and 6 years in their respective stations. This was 50% of the total respondents while 33.3% of the total respondents had served for more than 6 years in their respective stations. A few of the respondents had served for less than one year in their respective stations. This means that head teachers tend to stay for long in a school at Kaloleni District schools. The presence of head teachers having served for less than one year indicates the emergence of new secondary schools in the study area. Many of the respondents had served as principals/head teachers for a period of less than 5 years. This formed 66.7% of the total respondents while only 33.3% of the respondents had served for more than 5 years as heads of institutions. This brings a conclusion that many heads of schools have been in the offices for a long time.
From the respondents, majority of teaching staff (64.6%) in most schools are employees of the government. The other 34.4% of teaching staff represent B.O.G employees. This is evidence that the schools in the area are understaffed by TSC. There could be more need for volunteers to help in the implementation of quality learning. This high percentage of 66.7% of the B.O.G teachers being trained teachers and 33.3% of them are untrained teachers indicates that there are quite a lot of trained teachers who have not been employed by TSC.

Majority of untrained teachers at 33.3%, are form four leavers and undergraduate students respectively. Diploma holders and degree holders made up 16.7% each. There was no untrained teacher with postgraduate studies. Presence of undergraduate students and form four leavers in the teaching fraternity in Kaloleni District Secondary schools means that students performance may be affected by their lack of pedagogical skills needed to impart correct skills.

Most of the teachers interviewed had worked for over 9 years in their respective stations. This was 35.7% of the total teachers interviewed. Next were those who had worked for the period 6 – 8 years at 23.8% while those who had worked for the period 3 – 5 years were 21.4% of the teachers interviewed. The least at 19.0% had worked for a period of 1 – 2 years. Long time retention of teaching staff is significant in the region of study. Long stay in a job station may have affected the teaching processes. As explained in work theories job rotation as well as change of stations may be necessary for better work results.
33.1% of the schools visited had classroom population of 40-50 students. This formed majority of the schools visited, while those with above 50 students were 26.2% of the total schools visited. 21.4% of the schools surveyed had classroom population of 30-40 students while a few of them at 19.0% of the total schools visited had between 10 and 20 students per classroom. This is an indication of overcrowding and operating within limited resources. On the other hand teachers have a tendency of being overworked. This is shown by the fact that majority of the teachers (35.7% of teachers interviewed) had workloads of 11–20 lessons per week, while those with 21-30 lessons made up 26.2% of the total respondents. 28.6% of the respondents had above 30 lessons per week. Very few of them at 9.5% had less than 10 lessons per week. This may have contributed a lot to poor performance among the below average students.

The common challenges faced by several schools in Kaloleni District were students’ absenteeism, big workloads among teachers, overcrowding in classrooms and lack of parent involvement. Many teachers interviewed suggested the following as possible solutions to the challenges faced: harmonization of school fees, guidance and counseling of students, improving learning resources and facilities, increasing the number of trained teaching staff and involvement of all stakeholders in the teaching processes. All these challenges have a great impact on quality learning and might have affected the successful implementation of secondary education at Kaloleni District.
Most of the principals interviewed (39.9% of the total respondents) had their respective schools having an average of 4 streams per class. 33.3% of them had their schools with an average of one stream per class. The least representation (26.8%) was schools with an average of 2 streams per class. The targeted principals were the ideal sample for interview as they mostly represented the most populous schools with many streams compared to others. From the schools surveyed those with total enrollment below 200 students constituted 16.7%. Those with between 200 and 350 students constituted 21.7% similar to those with student population of between 350 and 500 students. Those with a population of over 500 students constituted 39.9%.

The three education officers interviewed included Area Education Officer, TSC staffing officer and a Quality Assurance Officer. The Quality Assurance officer and the Area had served for more than five years while the TSC staffing officer had worked for less than 5 years. All the education officers had postgraduate degrees as their highest level of education.

The education officers perceived that the secondary schools at Kaloleni District are growing. The growth was attributed to the introduction of CDF, Community involvement and government support. On the other hand the education officers agree that the schools are not adequately equipped with necessary physical facilities. The common missing facilities included library, classrooms and sporting facilities. The officers also have the view that many schools are understaffed.
The education officers gave a general view that the quality learning in Kaloleni District has been affected by the understaffing and poor funding. They mentioned the main challenges to include, poor fees payment rates, students’ absenteeism, under-staffing and lack of facilities. They also suggested that funding is the key factor in addressing the challenges faced.

The principals also revealed that most of their schools lacked learning resources. These included teaching, physical and learning resources and facilities. In terms of structures the head teachers mentioned library, classrooms, teachers and sporting facilities as lacking in most schools. As a measure taken by the heads of schools, they have been developing proposals to the B.O.G, County government among other stakeholders in order to address the missing resources.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives the research findings and conclusion. It also provides recommendations and suggestions for the education stakeholders at Kaloleni District and other future researchers.

5.1 Finding of the Study

From the study conducted on public secondary schools expansion and its impact on education quality in Kaloleni District, Kilifi County it was clear that the public secondary school in Kaloleni District had significantly increased in both numbers of schools and learners. The study also noted that the expansion of the secondary schools was not guarantying the learners with the right processes to ensure quality learning.

As a ways of improving quality of education in Kaloleni District public secondary schools it came out that developing the existing public secondary school was a better option than starting new schools with inadequate facilities. Also teachers in the schools to be offered more opportunities for in-services courses in their subject areas.

The study also found that the number of trained teachers in Kaloleni District public secondary school was not adequate. The schools were also operating with strained resources due to many students in the school with inadequate resources.
5.2 Conclusion

This research set out to find out the impact of public secondary schools expansion on quality learning in Kaloleni District. The discussions of findings have led to the following conclusions in line with the objectives of the study.

Majority of the schools in Kaloleni District do not have adequate infrastructure like classrooms, laboratories, libraries and sporting facilities which are key to quality learning. Majority of the schools revealed that the students’ population in a class was above 40 students with some 16.7% of the school having a student population of over 50 students in a class.

The expansion of secondary education in term of establishing new schools is facing a serious challenge of staffing with qualified teachers which has resulted in many of the schools employing Board of Governors (B.O.G) teachers who a good number are not trained.

From the responses of those who were reached they suggested that the government should employ more trained teachers, increase the funding to schools to cater for the missing facilities and employ new innovations in education like the use of ICT in teaching and learning to improve the quality of learning.

Majority of the school were staffed with trained teachers though they were not adequate. Therefore the teachers were overworked and they could not offer quality services in the schools.
The quality of learning in Kaloleni District schools can be said to be low. Majority of the learners are of average ability but school factors like lack of enough teaching and learning facilities, inadequacy of trained teachers and challenges like student absenteeism from school can be seen to be compromising the quality of education. The expansion of secondary schools is not marched with measures to guarantee quality learning.

5.3 Recommendation of the Study

In view of the findings and conclusion of this study it was recommended that the following measure should be taken to uphold high quality education in Kaloleni District secondary schools.

i) The government through the Teachers Service Commission should employ more teachers in the secondary schools to ease the challenge of understaffing.

ii) The government should increase the free tuition fee funding so as to boost the development of infrastructure, provision of facilities and curriculum implementation.

iii) The parents should be more sensitized on the importance of keeping their children in school by ensuring that they pay their levies in time to curb the challenge of student’s absenteeism.

iv) Other key players like the constituency development funds (CDF) and the county government should increase their sponsorship through funding to the secondary schools so as to help in provision of the teaching and learning resources.

v) Other innovative ways like the use of ICT in teaching and learning should be
embraced so as to help in proper storage of learning materials and also boost students retention of learnt content.

5.4 **Suggestion for further Research**

i) This study was conducted in only one district therefore the findings cannot be generalized to other districts. Further study should be extended to enhance generizability of the findings to validate them.

ii) Further research should be conducted on the impact of using untrained B.O.G teachers on quality learning.

iii) Research should be conducted to examine the factors that limit students from doing well in examinations in Kaloleni District.

iv) Research should also be conducted on the impact of public primary schools expansion on quality learning.
REFERENCES


APPENDICES

Appendix I: Questionnaire for Teachers

1. Gender: Female [ ] Male [ ]

2. For how long have you worked in this station?
   1- 2 yrs [ ] 3- 5 yrs [ ] 6- 8 yrs [ ] above 9 yrs [ ]

3. What is the ability of your students?
   Above Average [ ] Average [ ] Below Average [ ]

4. What is the student population in most of the classrooms?
   10- 25 [ ] 25- 40 [ ] 40-50 [ ] Above 50 [ ]

5. What is your teaching load per week?
   Below 10 lessons [ ] 11- 20 lessons [ ] 21-30 lessons [ ]
   Above 30 lessons [ ]

6. How frequent do you attend in service courses for your subject area?
   Once per term [ ] Once per year [ ] Sporadic [ ]
   Not at all [ ]

7. What is your expectation of most of your students in terms of academic performance?
   Below Average [ ] Average [ ] Above Average [ ]
   Excellent [ ]
8. Does your school have all the necessary teaching and learning resources/ facilities in your subject Area? 
   Yes [ ]  No. [ ]

9. If No, what do you lack? .................................................................  
   .................................................................................................  
   .................................................................................................  

10. Do you support the idea of establishing new public secondary to increase the capacities of the existing schools?  
    I support establishing new public secondary schools [ ]  
    I support increasing capacities of old existing schools [ ]

11. Are the classrooms enough in your school?  
    Yes [ ]  No. [ ]

12. What challenges do you face in this school?  
    ....................................................................................................  
    ....................................................................................................  
    ....................................................................................................  

13. What are the possible solutions to such challenges?  
    ....................................................................................................  
    ....................................................................................................  
    ....................................................................................................  

THANK YOU
Appendix II: Interview Schedule for Principals

1. Gender    Female [ ]    Male [ ]

2. For how long have you worked in this station? ...........................................

3. How long have you worked as a principal? ..................................................

4. How many teachers are you in your school?
   T.S.C Employees ..............................................................................................
   B.O.G Employees.............................................................................................

5. Of the B.O.G Employed teachers, how many are trained in teaching?
   Trained Teachers ............................................................................................
   Not trained Teachers .......................................................................................  

6. What are the qualifications of the untrained teachers? ..............................

7. How old is your school? ..............................................................................

8. How many streams is your school?
   Form 1 [ ]    Form 2 [ ]    Form 3 [ ]
   Form 4 [ ]

9. What is the gross/total enrolment of your school? ..................................

   .....................................................................................................................
10. What is the average student population in a class?
   
   10 – 25  [ ]  25-40 [ ]  40- 50 [ ]  Above 50  [ ]

11. Does your school have all the necessary teaching and learning resources?
   Yes [ ]  No. [ ]

12. If No, which resources are lacking?

13. Does your school have all the necessary physical facilities?
   Yes [ ]  No. [ ]

14. If No, which facilities are lacking?

15. What measures do you take to offer learning with the mission resources?

16. What challenges are you facing in your school in terms of offering quality education?

17. How are you trying to solve these challenges?

THANK YOU
Appendix III: Interview Schedule for Education Officers

1. What is your present designation?  

2. For how long have you worked in this station?  

3. Is the secondary school sub-sector growing or shrinking in Kaloleni District?  

4. What could be the main reasons for the current status of the secondary schools in Kaloleni District?  

5. Are all the schools adequately equipped with the necessary physical facilities?  
   Yes [ ] No [ ]  

6. If No, which facilities are missing?  

7. Are all the schools adequately staffed with trained teachers?  

8. Is there quality learning taking place in the public secondary schools in Kaloleni District?  

9. What are the main challenges to offering quality education in the public secondary schools in Kaloleni District?  

10. How can the above challenges be alleviated?  

THANK YOU
Appendix IV: Observation Schedule

The researcher shall observe and note the following:

1. Physical facilities:
   - No. of classrooms
   - No. of laboratories
   - No. of libraries
   - No. of kitchen
   - No. of dining halls
   - No. of dormitories
   - No. of toilets
   - Adequacy of desks
   - Texts book: student ratio

2. Enrolment
   - No. of students in a classroom
   - Total No. of students in a school

3. Staffing
   - No. of teachers
   - Trained teachers employed by T.S.C
   - Trained teachers employed by B.O.G
   - Untrained teachers
Appendix V: Public Secondary Schools Trend in Kaloleni District from 2008 To 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross enrolment</td>
<td>4098</td>
<td>4775</td>
<td>5842</td>
<td>6774</td>
<td>7483</td>
<td>7673</td>
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<tr>
<td>No of public secondary schools</td>
<td>10</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>

Source (Kaloleni District Education Office, 2013)
Appendix VI: Research Authorization from NCST

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/P/14/2643/852

Simeon Ngumbao Masha
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Public secondary school expansion and its impact on education quality in Kaloleni District, Kilifi County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kilifi County for a period ending 30th June, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Kilifi County before embarking on the research project.

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

[Signature]

DR. M. K. RUGUTT, PhD, HSc.
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kilifi County.
Appendix VII Research Permit

THIS IS TO CERTIFY THAT:
MR. SIMEON NGUMBANG MASHA
of KENYATTA UNIVERSITY, 348-80113
Marlakani, has been permitted to
conduct research in Kilifi County
on the topic: PUBLIC SECONDARY
SCHOOL EXPANSION AND ITS IMPACT
ON EDUCATION QUALITY IN KALOLENI
DISTRICT, KILIFI COUNTY, KENYA

for the period ending:
30th June, 2014

Permit No: NACOSTI/P/14/2643/852
Date of Issue: 3rd March, 2014
Fee Received: Ksh 1,000.00

Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS
1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, filing and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

RESEARCH CLEARANCE
PERMIT

Serial No: A 1126

CONDITIONS: see back page

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