THE IMPLICATIONS OF RAPID EXPANSION OF DAY SECONDARY SCHOOLS ON PROVISION OF QUALITY EDUCATION IN IMENTI SOUTH DISTRICT, MERU COUNTY-KENYA.

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JUNE 2012
DECLARATION

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

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E55/CE/14325/2009

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DEDICATION

To the Almighty God

Who gave me the physical and mental strength to complete this project.

To my mum & dad

You gave me a strong foundation that made me whom I am today

To the Late Rev. Samuel Mathiu

You gave me a new lease in life. You allowed me in class without having paid fees.
ACKNOWLEDGEMENT

The writing of a research project calls for cooperative effort from several key individuals.

First and foremost, gratitude goes to my supervisors Dr. Ogeta Nobert and Dr. Jackline K.A. Nyerere, lecturers at Kenyatta University who devoted a lot of time reading my work, advising and guiding me in writing this work. Your guidance and expertise in this study added a lot of value to my work.

Secondly, I thank my respondents who gave their valuable time to give me the most needed information without which this study would not have succeeded.

Thirdly, I wish to convey sincere gratitude to all the people who assisted me in various ways towards the successful completion of this work.

Although the above personalities have helped in the writing of this work, any errors in this work remains mine solely.
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### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DEB</td>
<td>District Education Board</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>IDPs</td>
<td>International Development Partners</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>KANU</td>
<td>Kenya African National Union</td>
</tr>
<tr>
<td>LATF</td>
<td>Local Authority Transfer Fund</td>
</tr>
<tr>
<td>K.C.P.E.</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>K.C.S.E.</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoHEST</td>
<td>Ministry of Higher Education Science &amp; Technology</td>
</tr>
<tr>
<td>MoEYS</td>
<td>Ministry of Education, Youth &amp; Sports</td>
</tr>
<tr>
<td>MP</td>
<td>Member of Parliament</td>
</tr>
<tr>
<td>NARC</td>
<td>National Alliance Rainbow Coalition</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
</tr>
<tr>
<td>PEDP</td>
<td>Primary Education Development Plan</td>
</tr>
<tr>
<td>SEDP</td>
<td>Secondary Education Development Plan</td>
</tr>
<tr>
<td>Sch.</td>
<td>School</td>
</tr>
<tr>
<td>SISEF</td>
<td>South Imenti Sustainable Education Fund</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TP</td>
<td>Teaching Practice</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
</tbody>
</table>
ABSTRACT

The expansion of secondary education in Kenya has been on the increase because education received great attention right from the time of independence to the present day. Despite the Government’s efforts to spearhead this expansion of secondary education in order to enhance access and provide quality education for all, some of the newly established secondary schools have faced numerous challenges which hinder the attainment of this objective. The primary purpose of this study was to investigate the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District, Meru County. The objectives of the study were: To determine the factors that have led to the rapid establishment of many day secondary schools in the study district, to find out the current status of physical facilities, instructional materials and teacher adequacy in day secondary schools in the study district, to identify the challenges faced by the newly established day secondary schools in the teaching learning process and to assess the effects of rapid expansion of day secondary schools on provision of quality education in the study district. The study employed an exploratory approach using a descriptive survey research design. The survey design enabled the researcher to collect definite information about people attitudes, opinion or any other variety of educational issues. The study targeted 41 day secondary schools with a population of 41 head teachers, 174 teachers and 7,178 students. The research instruments for the study were questionnaires administered to head teachers, teachers and students. Opinion leaders, DQASO and the DEO were interviewed. A pilot study was undertaken to pre-test the reliability of the instruments before the main research was rolled out. Construct validity of the instruments was be assessed by the supervisors. A pilot study allowed for modification of instruments at this stage to improve their reliability and validity. Data was analyzed with the aid of statistical package for social sciences (SPSS) The study established that the rapid expansion of day secondary schools was due to
desire for affordable low-cost secondary education, long distances to other secondary schools, desire by communities to initiate development projects to promote high transitional rates and a growing population of primary school-leavers desiring secondary education. The study also found that most day secondary schools do not have adequate teachers, physical facilities, and teaching and instruction materials. The recommendations made include the need for the government to institute a comprehensive policy framework to govern the establishment and development of secondary schools. Suggestions for further research made include replication of the same study in other districts in Kenya to establish whether similar findings are obtainable. Bibliography of the literature reviewed and appendices of instruments used is also provided.
CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the Background of the Study, the Statement of the Problem, the Purpose and Objectives of the Study, Research Questions, Assumptions, Limitations and Delimitations, Significance of the Study, Theoretical Framework, Conceptual Framework and Operational Definitions of Central Terms.

1.1 Background to the Study

The expansion of secondary education in Kenya has been on the increase because education received great attention right from the time of independence to the present day. Oketch and Rolleston (2007) observe that Kenya gained independence in 1963 and Jomo Kenyatta’s government did not hesitate to declare education one of its key priorities for national development with emphasis placed on the development of secondary and tertiary education. The expansion of primary and secondary education remained a crucial problem in the colonial era although the situation did not radically change with the achievement of independence in 1963. Development of education in Kenya is guided by the education ACT of 1968 which empowers the education ministers to promote education at all levels both quantitatively and qualitatively.

At the World Conference on Education for All (EFA) in Jomtien (1990), Kenya re-affirmed its commitment to providing universal access to education for all its school age children. This commitment was realized in 2002, when a political transition took place in the country after the December 2002 elections. During this historical election,
the political party (KANU) that had ruled since independence lost to the opposition party. Just before the elections, the major opposition parties formed a coalition (NARC) that eventually won. During its campaigns, National Rainbow Coalition (NARC) promised to offer free primary school education. And true to its promise, after taking over in December 2002, the N A R C  government introduced FPE in January 2003. And as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming. In many schools, the head teachers found themselves with more children to enrol than their capacity could hold. Due to the limited space and facilities, the heads turned many children away. Since-the government had not given an age limit, even those who were ‘over-age' were enrolled and this worsened the congestion in schools. The making of primary education free led to rapid increases in the numbers of pupils completing primary school. The existing secondary school systems therefore could not absorb such large increase in demand for secondary education without commensurate expansion and increased resources.

During the 2007 election campaigns, the three chief contenders for the presidency promised FSE (Free Secondary Education). In 2008, following a disputed election that didn’t give a clear winner; a Coalition Government was formed and fulfilled their promise by waiving tuition fees in all secondary schools. BBC (2008) notes that Kenya introduced a free secondary schooling education programme with a target of raising student enrolment to 1.4 million by the end of the year 2008. While launching the programme on FSE in Nairobi, President Kibaki said plans were afoot to expand
existing facilities and recruit more teachers to cope with the extra demand. Since the existing secondary schools could not accommodate the increased number of students, some primary schools started a day secondary school wing. An upsurge of day secondary schools which didn’t require boarding facilities were established all over the country.

Encyclopaedia Britannica (2011) observes that the provision of free secondary education in Kenya by the government became a problem as the number of secondary schools grew. Since the government could not provide enough government-funded schools, community built day secondary schools which were supposed to receive government assistance to provide for teachers and learning materials. However, the government was overwhelmed by the high transition rate from primary to secondary school hence could not manage to provide adequate teachers in these day schools.

Despite the critical role played by the upcoming day secondary schools in ensuring access and increased transition from primary schools, the question of quality in the provision of education has been raised. Mwiria (2010) observes that the government inability to provide adequate teachers and delays in government financial aid has affected most of these day schools.

The growth of secondary schools has been on the increase since the introduction of free primary education. While primary level of education witnessed the greatest expansion, greater expansion in Kenya’s education system has been realized in secondary school level of education with an increase from 151 schools in 1962 with
an enrolment of 31,120 students to 2395 schools in 1986 with an enrolment of 500,000 students in 2003. From 2003, secondary schools in Kenya have grown from 3,583 to 5,127 schools in 2007 as shown in table 1

Table 1.1: Number of public secondary schools by Province 2003 - 2007

<table>
<thead>
<tr>
<th>Province</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td>143</td>
<td>142</td>
<td>144</td>
<td>145</td>
<td>177</td>
</tr>
<tr>
<td>Central</td>
<td>661</td>
<td>683</td>
<td>683</td>
<td>690</td>
<td>837</td>
</tr>
<tr>
<td>Eastern</td>
<td>706</td>
<td>713</td>
<td>713</td>
<td>713</td>
<td>1,111</td>
</tr>
<tr>
<td>Nairobi</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>47</td>
<td>55</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>813</td>
<td>818</td>
<td>818</td>
<td>818</td>
<td>1,178</td>
</tr>
<tr>
<td>Western</td>
<td>453</td>
<td>453</td>
<td>453</td>
<td>453</td>
<td>642</td>
</tr>
<tr>
<td>Nyanza</td>
<td>737</td>
<td>740</td>
<td>740</td>
<td>741</td>
<td>1,083</td>
</tr>
<tr>
<td>North Eastern</td>
<td>22</td>
<td>25</td>
<td>25</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,583</strong></td>
<td><strong>3,622</strong></td>
<td><strong>3,624</strong></td>
<td><strong>3,635</strong></td>
<td><strong>5,127</strong></td>
</tr>
</tbody>
</table>

Source: EMIS Unit, MOE

Secondary schools in Imenti South District have increased from 30 to 71 within the last 9 years. Forty one day schools have been established since 2003. Imenti South District Strategic plan (2011-2015) observes that enrolment in secondary schools has increased from 10,544 to 14,484 between year 2008 and 2010.

Lewin and Caillods (2001) notes that secondary education is indeed a crucial stage for any education system. This is where most primary school teachers are trained; it is also where the future students of higher education are selected and taught essential foundation skills. Students enter secondary school as children and leave it as young adults. What they experience there will influence the course of the rest of their lives. It is this level at which youngsters consolidate what their basic knowledge gained in
primary school, but also where they acquire the common culture that will allow them to be useful citizens in a peaceful society, where they build knowledge through experience and experiments, where essential subjects such as Science, Health Education and Technology are first taught in a formal way. Finally, this is where youngsters learn how to think, how to be, how to work, and how to cooperate with others. This is only achievable with the relevant education inputs in place. It is therefore on the basis of rapid expansion of secondary education that the researcher sought to explore the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District, Meru County.

1.2 Statement of the Problem

Education is considered to be a basic right and basic need. The constitution of Kenya (2010) recognizes that every person has a right to education. The Kenya government has invested heavily in education to foster acquisition of knowledge and skills to its youth for economic growth and development. According to National Development Plan 2002-2008, the government is committed to providing efficient and affordable education. It intends to improve access, quality, relevance and management of secondary education. To achieve this, one of the strategies is to encourage the establishment of more day secondary schools.

Although the rapid expansion of day secondary schools has expanded access for many Kenyan families to secondary education, including some of the vulnerable poor who would not have even considered secondary school without them, there is a glaring
evidence of imbalance with qualitative expansion. Communities have been allowed to convert section of their primary school into day secondary schools because the ministry of education has not provided adequate trained teachers, hence, these schools are forced to employ school leavers with as low as mean grade of C to teach the very content they were not able to understand during their high school years. They also lack methodology; hence quality of education in such schools is at stake. In recent times, the day schools have faced critical shortcomings and challenges. These include: Inability by the government to provide adequate teachers, limited physical facilities in schools and inadequate resources to finance education. Meanwhile, failure to provide the necessary education inputs to the newly established day schools will condemn the students to poor results.

The establishment of day secondary schools has been reported to be politicised. With support from CDF, virtually every village wants to start its own school. In some cases, they are joined by those MPs who want to be remembered for starting as many schools as possible. Stories have been told of incoming MPs who discard school projects of their predecessors to initiate their own.

Accordingly, there should be some mechanisms to ensure that these upcoming day secondary schools meet the required quality standards stipulated in education Act of 1968. Schools in Kenya fall into the categories of national schools, provincial schools, district boarding and day schools. These different categories enjoy different facilities and other inputs related to teaching and learning such as quality of students, yet they
sit for the same examination. Categorization of schools does not auger well for quality of education. Imenti South District has greatly invested in quantity education to allow access. The district has 71 secondary schools of which 41 are day secondary schools established between 2003 -2011 and the rest are boarding schools. The district of study has portrayed great deficiency in the balance between quantitative expansion and qualitative expansion in secondary schools. Session paper number 1 of 2005, pointed out that one challenge in secondary education is that the quality of education has remained low. This calls for an in-depth research aimed at investigating the implications of rapid expansion of day secondary schools on the provision of quality education as stipulated in education Act of 1968. This kind of study has not been done in Imenti South District, in Meru County in the past, a gap this study intends to fill.

1.3 Purpose of the Study

The purpose of this study was to explore the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District of Meru County-Kenya. The study gathered information from schools and stakeholders on critical issues and concerns relating to rapid expansion of secondary day schools and attempted to identify actions and opportunities for greater community participation in secondary school expansion without disadvantaging any Kenyan child and without compromising the quality of education offered.
1.4 Objectives of the Study

The study focussed on the following objectives:

i. To determine the factors that have led to the rapid establishment of many day secondary schools in the study district.

ii. To find out the current status of physical facilities, instructional materials teacher adequacy in the day secondary schools in the study district.

iii. To identify the challenges faced by the newly established day secondary schools in the teaching learning process.

iv. To assess the effects of rapid expansion of day secondary schools in the provision of quality education in the study district.

1.5 Research Questions

The study was guided by the following research questions:

i. What has led to the rapid growth of day secondary schools in the district?

ii. Are there adequate physical facilities, instructional materials and teachers in day secondary schools?

iii. What challenges are facing day secondary schools in the study district?

iv. How has been the trend in K.C.S.E. performance in day secondary schools and in boarding schools in the study district?

1.6 Assumptions

The following assumptions were made:
First, all respondents were cooperative and provided reliable responses by answering the survey truthfully. Secondly, the school authorities were familiar with the MoEST guidelines about opening new schools. Thirdly, all schools studied were established to provide quality education to the students. Fourthly, it was assumed that the information given by the participants in the study was true and free of any outside influence.

1.7 Limitations

The following was the limitation of the study:

The study limited itself to only one district-Imenti South District, Meru County due to financial constraints and other logistical problems. This means the findings of the study may not be generalized to the day schools in the whole country.

1.8 Delimitations

The study confined itself to the following delimitations:

First, students, teachers and head teachers in the public day schools were the only ones sampled. Secondly, the students and teachers who were included in the sample were those in session in the respective institutions by the time of study. Those absent were not included. Thirdly, the study targeted all day schools established after 2003. Finally, it was not possible to cover the opinions of parents because tracing them required considerable time, resources and other logistics.
1.9 Significance of the Study

The findings of the study could be of immediate benefit to all stakeholders in the education sector—Ministry of Education, International Donor Partners (IDPs), Faith Based Organizations, Opinion Leaders and Educational Planners in the country as it will depict the implications of rapid expansion of day secondary schools on the provision of quality education. This could assist them in coming up with improved strategies and policy options for the expansion of secondary education since the study will depict the challenges and issues arising from the rapid expansion of day secondary schools. More so, the findings could benefit the South Imenti Sustainable Education Fund (SISEF) and District Education Board (DEB) with relevant information for key education decisions. Education has been given the top priority in the district.

The study was expected to contribute to the advancement of knowledge about the implications of rapid expansion of day secondary schools on the provision of quality education.

The study findings could also contribute to the pool of knowledge, which is vital for the present and future scholars in regard to future education planning and expansion. Likewise, the study came up with proposals that could be useful to policy makers for secondary school expansion.

Finally, the baseline data gathered from the result of this study could serve as guide of other researchers in their quest for additional knowledge. It could form a base on
which those interested in education management, policy and planning can develop their studies and knowledge.

1.10 Theoretical Framework

This study was guided by The Classical Liberal Theory.

The Classical Liberal Theory

The Classical Liberal Theory of Equal Opportunity and Social Darwinism asserts that each person is born with a given amount of capacity, which, to a large extent, is inherited and cannot be substantially changed. Thus, educational systems should be designed so as to remove barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic backgrounds from taking advantage of in born talents, which accelerate them to social promotion. Liberal progresivists like Horance Mann termed as the Great Equalizer main instrument which would enhance life chances of those born into humble circumstances. The theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individuals merit and not on social backgrounds.

Social Darwinism emphasize that every citizen should be given, through education, the social status to which he/she entitles him /her to inherited aptitude. Schematically, the Social Darwinism theory observes that provision of formal equity of access to education, by putting everybody on the “scratch” guarantees that the ensuring run is just one. It can document who deserves the coin (money) because his/her
achievements are determined by inherited capabilities and his/her will to use them and not by arbitrary conditions like economic status.

The criteria of the scholastic promotion should be should be “ability and will “(Petrat, 1969). A system financial aid that is expected to set in motion an intensive social mobility by facilitating an open competition where the able would get access to careers that they deserve. Several educational policies have been guided by these theories. By making secondary education free by the Coalition Government in 2008 available to all children regardless of their social classes, it is hoped that the handicaps that are inherited in being poor have been removed.

Examined from a different angle, the Classical Liberal Theory states that social mobility will be promoted by equal opportunity of education. The roots of this theory can be traced to writers such as Roussean (1712-1778) who claimed that the “natural “ statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their status. Thus, the writer of the American Declaration of Independence claimed that all people are created equal i.e. born with the same moral and political rights. It follows from the belief that social institutions such as education should be in some sense attempt to treat people equally. American educator Horace Mann (1796-1889) could call education the great equalizer. Evidence in favour of this is mainly in the form of case studies. There are innumerable examples of people from poor families who have taken advantage of education opportunities and proceeded to obtain better jobs than they would have
otherwise done. If the state did not provide education without charge, these individuals would have been denied the opportunity for advancement. There is a widespread belief that by removing barriers and making more places available in secondary education through expansion of secondary schools, ideal conditions could be created to implement the vision of equal opportunity, where everybody has access to the kind of education that suits his/her inherited capacity.

In developing countries where inequalities of education provisions are severe, it may be desirable on equity and efficiency grounds, to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete the primary and secondary cycle or enrol in higher education. The introduction of free secondary education has enhanced access to secondary education. However, inadequate well equipped secondary schools have led to establishment of day secondary schools which lack adequate teaching and learning facilities. Therefore, for the equity consideration, it practically becomes impossible to ignore the fact that unequal participation in education will, in the long run, worsen the status of the poor and vulnerable groups.

This theory was found relevant for this proposed study because ill equipped secondary schools (lack of enough teachers, lack of adequate teaching learning resources) discriminates poor families who cannot afford to take their children to well established boarding schools and well equipped private schools in the attainment of
quality education. This impacts negatively in bridging the gap between the rich and the poor. Equity in educational planning can be understood in two ways: equality of access to educational opportunity, equality of conditions, and equality of outcomes. Equality of access to educational opportunity means that no groups of people should be discriminated on grounds of social status, gender, religion, and race. Secondly, equality of conditions in education means no difference in facilities, teacher qualifications or teaching skills, and curriculum among schools in a country. As Coleman (1968) pointed out properly, equality in education refers not only to equality of access but to attending equally effective schools.

1.11 Conceptual framework

The study sought to find out the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District, Meru County. The conceptual framework was developed from reviewed literature. The independent variables were drawn from the Coleman report (1965). Inputs to education production function particularly School Characteristics such as teacher background (teachers’ level of education and experience), School resources (classrooms, libraries, laboratories and playing grounds) were expected to affect output (quality of education) which was the dependent variable in the study. The Coleman Report indicates that students' test outcomes were unrelated to the usual characteristics of schools (e.g., the quality of school facilities, programs, and teachers). However, in his view, forced busing tends to "increase the gap in educational opportunity between those with money and those without" because affluent parents can "buy their way out"
of bad schools either by moving to better neighbourhoods, to the suburbs, or by enrolling offspring in a private school

The independent variables have a direct relationship with quality of education. However, there are a number of intervening variables in the study, which may affect the relationship between dependent and independent variables. These include the peers, family background and neighbourhood. The Ministry of Education (2008) acknowledges that teacher resource is a vital input into the education system as teachers are responsible for the delivery of the curriculum and hence critical in determining education quality. With the introduction of FPE in 2003 there was an upsurge in enrolment in primary schools leading to a higher demand for teachers. The increase in enrolment in primary schools resulted into a higher PTR in 2007 of 42.9:1 as compared to 39:1 reported in 2003 (EMIS, MoE 2008). Likewise, the higher transition rates from primary to secondary led to overstretching of human and physical resources in secondary schools. In order to enhance access, primary schools established a secondary branch. Some of these schools have inadequate physical and human resources. Other well established schools like national schools and top provincial schools are well endowed with resources. If one student goes to these newly established secondary schools and another one goes to well established secondary schools, the quality of their education is different as reflected in their academic achievement. The MoE (2008) notes that infrastructural development is key to attaining quality education and justifies why the Ministry and the Constituency
Development Fund (CDF) has been investing in infrastructural development in primary schools through Kenya Education Sector Support Programme (KESSP).

**Figure 1.1:** Conceptual Framework: Relationship between school characteristics and quality of output

High Sch.A: Well Established
- Adequate qualified teachers
- Enough teaching resources
- Long period of study e.g. for boarders
- Adequate physical facilities

High Sch.B: Newly Established
- Inadequate qualified teachers
- Inadequate teaching learning resources
- Short period of study e.g. for day scholars

High Quality Education reflected by High Test Scores in K.C.S.E.

High university intake

Low Quality Education reflected by Low Test Scores in K.C.S.E.

Low university intake

Student A

Class 8 graduates

Student B

Peers
Family background
Neighbourhood

UNIVERSITY EDUCATION

Source: Researcher, 2011.
Like any other systems, education has inputs, processes, outputs and outcomes. Inputs to the education system include resources such as teachers, instructional materials, equipment, buildings, and e.t.c. These inputs go through a process whereby they are mixed (input mix), combined and/or moved along to achieve results. Educational outputs are tangible results produced by processes in the system, such as enrolments, graduates and learning achievements. Another kind of result, which can be called outcome, is the benefits for the students, their families and the society as well. The conceptual framework (figure 1.1) shows two education paths followed by two students who have graduated from class 8. It can be seen that a student A who attends a well established secondary school is likely to do better than one who attends a newly established day school.

The independent variables are the school characteristics such as adequate/inadequate qualified teachers, adequate/inadequate teaching learning resources, and long/short period of study e.t.c. The intervening variable such as peers, family background and neighbourhood role in influencing education outcome is assumed to influence the learning process positively.
1.12 Operational Definition of Terms

**Performance**: This term is used in this study to refer to a measure of student’s performance in the K.C.S.E. mean score.

**Practicing secondary school teachers**: In this proposal, practicing secondary school teachers refers to a person who is a degree or diploma holder in education. They have already graduated having undergone their TP and passed.

**Quality education**: This concept is used in this study to refer to the final grade that a student achieves. Those who score C+ and above are said to have attained quality education since they can access a university entry.

**Well established high school**: A school with adequate physical and human resources, boarding and well established culture.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of literature related to the study. The researcher went over a number of literatures and studies relevant to the present study. The literature studies which have bearing to present day study are herein cited on a global perspective, African perspective and Kenyan perspective.

2.2 Global Perspectives on Expansion of Secondary Education

Globally, there is consensus in the literature that secondary education—long neglected—is now the fastest growing segment of the education sector. SEIA (2007) notes that secondary education is the most rapidly expanding sector within education sector. Mulkeen et al (2005) observe that as countries increasingly reach universal primary education and the labour market begins to require increasing skill levels of its employees, the confluence of the push-pull factors in education will continue to force countries to expand secondary options for young people.

In the many countries that are striving to guarantee all children the right to education, the focus on access often over shadows the issue of quality; yet, quality stands at the heart of Education For All. It determines how much and how well students learn and the extent to which their education achieves a range of personal, social and development goals. This study sets the quality debate in its historical context in order to understand the current knowledge about factors that influence quality of education.
Recent debates about quality of education makes it clear that good quality in education should facilitate acquisition of knowledge, skills and attitudes that have intrinsic value and help in addressing important human goals, hence the question as to how best to improve the quality of education is urgent. Quantitative analysis is one approach of understanding and improving quality of education.

World conferences on education expansion stressed the need to match quantitative with qualitative expansion of education. Dakar framework for action 2000 in Senegal made it clear that efforts to expand access to education will be in vain if quality is not ensured. UNICEF (2005) notes that consideration of educational quality is not isolated from other aspects of an educational system notably access. Adams (1993) defined educational quality as quality resources and inputs, quality content, quality process and quality output and outcome.

The world conference in Jomtien Thailand announced an action plan to ensure that nations provide education of acceptable standards for all their citizens, (world declaration on EFA, 1990). The 2005 EFA global monitoring report entitled “quality imperatives” stress the achievement of universal participation in education will be fundamentally dependant on quality of education offered. In developing countries like Sri Lanka, Bangladesh, Brazil and Chile which used economic development dependant on education, have successfully expanded education quantitatively as well as making effort to increasing quality of education in terms of learning outcomes (UNESCO 2005).
According to Liqing, Margaret and Berci (2005), the shift toward a socialist market economy in China necessitated not only an adequately trained work force to support economic development, but a highly educated one. The transformation of the school system became a national priority. Quality of education was again preferred over the quantity, and once again, the curricula and pedagogy took to borrowing from abroad for advanced training in the scientific fields. Private schools which were strictly prohibited during the Cultural Revolution were permitted to open and technical schools that were closed were also re-opened.

According to Daily News, Sri Lanka (2009), the prioritization of education in the early 80s opened doors to each child enabling them to reach to the highest position in education even to be the Head of State. Since then, succeeding Governments continued to expand the education system from elementary to higher education by establishing Universities in every corner in the island. Recent statistics show that there are 9,830 public schools serving 4,030,000 students, 19 Universities in the island have been established to develop an intellectual culture in the country. The report says up to today, the vulnerable groups in Sri Lanka access education freely though the question of quality is raised.

Wu and Singh (2004) reports that the National Conference on Education in china officially identified a number of areas destined for reform in August 1985 which were designed to produce “more able people”; to improve secondary education, to develop vocational and technical and to make the localities responsible for developing basic
education and systematically implement the 1986 Law on Nine-Year Compulsory Education. Primary education became free and compulsory. The government introduced a law that made it illegal for any organization or individual to employ youths before they completed their nine years of schooling. The same law also authorized students whose families had financial difficulties to receive subsidies. Wu and Singh (2004) observed that the rapid increase in the cost of tuition and of textbooks made it difficult for most families to afford education. Consequently the number of illiterate youths increased. To help remedy the inequalities, on December 27, 2005 the government announced that China was to spend 218 billion Yuan (27.25 billion U.S. dollars) to help improve rural education. In addition, the government was to waive all the education tuitions and fees for students who were in any part of the nine year compulsory education period. In order to enhance equity, the government was to provide textbooks and subsidies for students from needy families.

2.3 Overview on Expansion of Secondary Education in Africa

In most countries, developing and industrialized alike, expansion of education is the only way of ensuring equity and efficiency in its education system. African countries have been expanding their secondary education in accordance to the call for education for all. Since 2001, Tanzania has taken major strides to revamp primary and secondary education. The Primary Education Development Plan (PEDP) implemented between year 2002-2006 and Secondary Education Development Plan (SEDP) implemented starting in 2004 has led to significant improvements in provision of basic education in the country. Suleman and Rakesh (2006) report that the most
impressive achievement has been expanded enrolments. Nearly all the children of primary school age are now enrolled in primary schools. Increased primary enrolments create increased pressure further up the pipeline at the secondary level. Expansion of secondary enrolment has been equally impressive, though far from reaching the levels attained in primary education. Enrolment in Form 1, the first year of secondary education, increased from 99,744 in 2003 to 243,359 in 2006. GER has increased from 10.2% in 2003 to 20.2% in 2006. Secondary NER is reported to have doubled from 6.3% in 2003 to 13.4% in 2006.

Countries like Senegal and Egypt have managed to expand education quantitatively. However, quality of education remains a challenge. For example, Latif (2004) reports that in Senegal, learning achievement is still a problem, with pupils demonstrating minimum levels of mastery of basic subjects high at 50% and as low as 9%. The same finding concurs with the report by Education watch (2000).

Quantitative increase in secondary education may emanate from a number of factors particularly the government policy on education. Online Nigeria Portal(2010) reports that the expansion of secondary education from the 1960s was influenced by a number of factors, among them were the expansion in primary education; government's acceptance of Ashby recommendation for increased numbers in secondary schools; the revision of the curricula; adoption of Addis Ababa Plan which projected an annual intake of 45,000 secondary school students; acceptance of Dike and Banjo Commissions' recommendations; and, the public criticisms of secondary
grammar schools programme. There was increased enrolment and rapid development of secondary education in the country with the 6-3-3-4 system of education and the taking over of schools by the Federal government.

Day secondary schools may not provide a conducive environment for learning especially for girls who may be abused during their journey to and back from school. A study by Scharff (2007) in Malawi found out that girls were more vulnerable than boys to abuse, both while in transit and when in school. To avoid lengthy walk to school some girls make their own lodging arrangement near community day schools that do not offer boarding facilities. Those self boarders are unsupervised by the school and are therefore at risk of theft and self abuse (Scharff, 2007).

Education is expected to produce graduates who are able to thrive in a fast changing world, meet challenges and solve problems, be entrepreneurial and create jobs, and be critical and active citizens. Suleman and Rakesh (2006) note that education in Tanzania is focused on quantitative aspects and on inputs. In this there is disconnect between the ‘promise’ of education, or expectations of it, and its conceptualization. The recent rapid expansion of both primary and secondary education has inevitably affected quality. The tension between quantity and quality in education is well known – and a debate is needed on these serious tradeoffs. But it is mistaken to plan to take the view ‘let us take care of quantity and enrolments first, and worry about the rest or quality later’. Countries need to resist the temptation access first and improve learning outcomes later; expansion and quality improvement can have mutually reinforcing
effects. Based on survey from five Francophone countries (Burkina Faso, Cameroon, Cote d’Ivoire, Madagascar and Senegal), Michaelowa (2002) finds that large class size, double shifting and congestion in classes deter academic achievement.

As countries in Africa struggle to expand access, numerous challenges have been found to be hindering the achievement of this objective. A study by Hannon, C. (2009) found that the introduction of universal secondary education in Uganda in 2007 enhanced access to secondary education but numerous challenges befell the USE policy. The researcher notes that one of the many challenges that schools have in common is their struggle in providing a good school environment that is conducive for learning to their students. This is due to lack of good school facilities such as latrines for girls, water source, desks, safe classrooms, enough materials in the library, gardens and playgrounds. Another challenge identified was lack of adequate teachers. This is a vital challenge because the teachers play an important pivotal role in imparting knowledge to the students. Hannon, C. (2009) further found that the schools lacked adequate learning materials for teachers and students which hinder the schools in implementing and achieving MoEYS standard in education. In addition, outdated and insufficient teaching materials are challenges that the teachers are struggling to overcome so that they can effectively teach the curriculum to the students. In some schools in Battambang who have limited textbooks, the students share the books and they take turns in bringing it home to study and do their homework.
Africa’s quantitative increase in secondary education has come with the quality cost. Many scholars have argued that there cannot be expansion of education with compromising the quality of such education. According to Sumra & Rajani (2006), the recent rapid expansion of both primary and secondary education has inevitably affected quality. The tension between quantity and quality in education is well known – and a debate is needed on these serious tradeoffs. But it is mistaken to plan to take the view ‘let us take care of quantity and enrolments first, and worry about the rest or quality later’. A recent report on the evaluating the World Bank’s global primary education programmes, carried out by its Independent Evaluation Group (IEG), noted that “Most of the WB projects have focused on expanding access and less on improved learning outcomes” (World Bank 2006). Importantly, the IEG argues that both access and improvements in learning outcomes need to be addressed together. Countries need to resist the temptation access first and improve learning outcomes later; expansion and quality improvement can have mutually reinforcing effects. The main point here is that education systems ought to have a clear set of intended outcomes for its learners, and design all the rest of the pieces around these learning outcomes.

2.4 The Expansion of Secondary Education in Kenya

Since the introduction of free primary education (FPE) by the National Alliance Rainbow Coalition (NARC) Government in 2003 and the Free Secondary Education (FSE) by the Coalition government in 2008, several studies have been carried out to assess the progress, issues and the challenges emanating from the two. Both are
significance because increase in the number of primary school enrolments leads to a high number of primary school graduates who need to join form one in secondary schools. Olembo (1989) explains how demand for secondary education increased resulting from introduction of Harambee schools which had to accept untrained teachers. This seems to have recurred with tuition waiver policy in secondary schools. Most day secondary schools have been reported to be hiring form four leavers who lack the basic methodology of teaching and instruction.

The Ministry of education (2009) has reported tremendous progress in secondary education sub-sector during the period 2003-2002 ranging from infrastructural and enrolment expansion to increased participation and transition rates. In particular transition from primary to secondary education rose from below 50 percent in 2003 to 60 percent in 2007. The Government targets to raise this rate to 75 percent by 2012. According to the ministry of education, the ongoing reforms in the education sector have resulted to dramatic expansion of secondary education. The school mapping data shows that the total number of secondary schools increased by 58.0 percent from 4,071 in 2003 to 6,432 in 2007. The increase in the number of secondary schools is attributed to Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATF) infrastructural investment into the sub sector. In 2007, public secondary schools recorded the highest share of 5,127 of the total number of schools constituting 79.1 percent. During the same year, Rift Valley Province recorded the highest number of public schools at 1,178, followed by Eastern (1,111) and Nyanza (1,083). North Eastern recorded the lowest number of public schools with only 44
schools. Rift Valley registered the highest number of private secondary schools with 376 while North Eastern registered only 13.

Quality of education offered depends on the number of teachers available and the quality of work provided by those teachers. Majason (1995) asserts that teachers have the responsibility of transmitting knowledge skills and moral values to the learner. According to session paper 1 of 2005, teachers are an important resource in teaching and learning process, and their training and utilization therefore requires critical consideration. According the Republic of Kenya (2005), the government is committed to providing qualified teachers. The government asserts that qualified teachers are central to ensuring the provision of quality education. However, in his study of rural schools in Kenya, Rafu (1973) found out that most of the schools lacked properly trained teachers and had to accept unqualified teachers, who were not aware of modern trends in teaching methods. Despite the importance of qualified teachers for quality education, there has not been adequate staffing. Availability and distribution of qualified teachers provide an important index on the quality of education provided. Teachers Service Commission (TSC) told international press service (IPS) that with the introduction of tuition waiver policy in secondary schools in January 2008, there were plans to take on 4000 teaches to handle additional high school students, but noted that authorities had frozen recruitment of additional teachers, only hiring to replace those leaving. Hence, some teachers have to deal with overly large classes.
One important key input in the education system is the adequacy levels and suitability of the teaching learning resources. Available literature supports the use of teaching and learning materials resource in schools for quality learning to take place. They make learning become meaningful and abstract concept simplified and made real by use of resources. Onyango (2001) explains that material resources are those designed, modified and prepared to assist in teaching and learning. Such included text books, reference books, chats, teacher’s guides, manuals, journals, reports, maps and raw materials like laboratory chemicals. Ayot, (1984) concurs with Onyango, when he emphasizes that text books are valuable books for teaching but their value is limited if the pupils cannot obtain or do not use them. The government should concentrate on equipping the existing schools with adequate teaching resources to enhance education quality. A secondary education of quality helps young people realize their full human potential and take their place in society as productive, responsible and democratic citizens.

One researcher (Asayo 2009) found that the sustainable provision of quality secondary education is hampered by limited facilities in secondary schools, inadequate trained teachers and ever growing government financial deficits. The study found out that the number of untrained teachers (UT) has increased tremendously from 23% to 29% between 2007 and 2008.This number was expected to rise further and could affect the quality of education provided. These findings concur with Irene, Dawo & Simatwa (2010) who found that mixed day secondary schools didn’t have adequate teachers nor adequate instructional materials. Kipkoech & Kyalo (2010) in
their study on Management challenges facing implementation of free primary education in Kenya found that most of the schools have shortage of both teaching and non-teaching staff. The researchers found that the introduction of free primary education faced various challenges: Head teachers identified delay in releasing of funds by the government as a major challenge; which made it very difficult for them to project and plan ahead. Another challenge noted by head teachers is Conflicts with parents. This could have been precipitated by Parents’ resistance to any attempts to have them supplement the governments’ effort in funding of the primary schools. This resistance is probably due to the misconception that education is “free”; hence the government has the entire responsibility of funding it. These conflicts together with suspicion of misappropriation of the free education funds have led to the frequent transfer of head teachers.

There is a growing concern by various stakeholders about the status of education in Kenya. The government, parents, non-government organizations and donors recognize that although major strides have been made in education, there are serious shortcomings in the education system (Abagi & Odipo, 1997). There is a burgeoning national debate on the quality of teaching and learning. (Odhiambo, 2005) notes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning; the most important resource a school has for achieving that purpose is the knowledge and skills of its teachers.
A study by Kitavi & Westhuizan (1997) on problems facing Beginning School Principals in Kenya showed that day school students from poor families who cannot afford to pay for transport costs must walk long distances to school. In such situations by the time the students reach their schools they are already exhausted and less motivated to learn. The study also found that the long distance to school can also lead to lateness and absenteeism and even some student can drop out. Mwinzi & Kimengi (2006) in their study in Kenya indicated that being sent home frequently to collect fees balance interfered with students learning, and consequently their academic performance. The consequences of missing classes have far reaching effects on the students that include increasing probability of dropping out, discouraging hard work, and stressing the students while they are trying to cover missed lessons, hence increase chances of failing.

Students in day secondary schools have a short period of study because they report to school in the morning and go back to their homes in the evening. The home environment may not be conducive for their study. A study by Jagero, Agak & Ayodo (2010) found that the major problem faced by day students was staying long distances from school. Long distances to school had more effect on girls’ performance than the boys. The study also found that girls who were day scholars were mainly affected by lack of parental and family support. The girls require good environment, which is conducive to learning. They should be supported by their families by providing good lighting systems, enough reading space, and minimal interference from family members or friends when doing their home work. The boys who were day scholars
were mainly affected by their parental socioeconomic status. The students from disadvantaged backgrounds cannot afford proper accommodation and proper diet, and their parents were likely to delegate a lot of chores at home. The students also lacked reading materials at home, and this affected their performance (Jagero, Agak & Ayodo (2010)

Sifuna (1990) notes that secondary education program in Kenya is geared towards meeting the needs of both the students who terminate their education after secondary school and those who proceed to higher education. In this context, the secondary school curriculum emphasizes job-oriented courses, such as business and technical education. The objectives of the secondary school education are to prepare students to make a positive contribution to the development of society, and to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability, and a sense of purpose and self-discipline. For this reason, the Government of Kenya is encouraging the establishment of more schools to cater for the high standard eight graduates since the existing schools cannot accommodate them. This is because the government wants all the young generation to access quality education. Several opinion leaders have been heard saying that the wealth of a nation rests in its educated youthful population.

2.5 SUMMARY

From the above reviewed literature, it can be pointed out that the expansion of education all over the world is one of the vehicles and a catalyst for economic
development. The research studies have made their conclusions and recommendations leaving gaps that need to be filled up or call for more research. EFA 2000 reports that the government of Kenya intends to raise access to secondary school by increasing Gross Enrolment Rate from 29.4% in 1990 to 70% by the year 2010 and improve quality of human resource development by making secondary education part of Basic Education by encouraging partnership between the Government and other partners interested in development of education such as the communities, religious organisations, donor agencies, etc. and the expansion of existing secondary schools to increase enrolment. However, the quantitative expansion of day secondary education has come with quality cost. From the reviewed literature, it is clear that quality in education is interplay of various key quality indicators like, adequacy level of teachers and teaching learning materials. From the literature review, it is clear that these indicators have not been adequately addressed by the stakeholders in provision of secondary education in Kenya. The stakeholders seem to have focused on quantitative expansion at the expense of qualitative expansion of education. It’s for that reason that this study sought to investigate the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District and suggest strategies to enhance quantitative and qualitative expansion of education.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains details on the research design, locale of the study, the target population and sampling techniques, research instruments (types and development), reliability and validity of the instruments, data collection techniques and analytical techniques.

3.2 Research Design:

The study adopted an exploratory approach using a descriptive survey research design. A survey design involves asking a large group of respondent’s questions about a particular issue (Mugenda, 1999). The researchers then use statistical techniques to make conclusion about the population based on the sample, especially if the population is too large. The study sought to investigate the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District. Descriptive research design was adopted because of the variables. According to Lockesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. Borg & Gall (1983) says that descriptive survey research is intended to produce statistical information about aspects of education that interests policy makers and educators. It’s for this reason that the above design was chosen as the most appropriate for this study.
3.3 Locale of the Study:

The study was carried out in Imenti South District, Meru County- Kenya. This district was chosen because it has a large number of day secondary schools (41 day secondary schools established from 2003 to present that form the target population.) The district borders Maara district, Meru Central and Tharaka Districts.

3.4 Target population

The target population is that population to which a researcher wants to generalize the results of study (Mugenda & Mugenda, 1999). Orodho (2002) states that all the items or people under consideration in any field of inquiry constitute a universe or targeted population. Frankel & Wallen (1993) notes that the target population is the larger group to which one hopes to apply findings. For the purpose of this study, the target population was 41 day secondary schools in the district of study from which a sample of 20 day secondary schools were drawn for study. The study focussed on ministry of education officials, students, head teachers, teachers and opinion leaders. Luke & Reuben (1992) notes that in exploratory research survey studies, two categories of respondents are crucial:-Informed specialists and consumers or users. Consequently, this study targeted Ministry of Education officials at the district particularly the DEO and DQASO to represent informed specialists. The head teachers, teachers and opinion leaders will be targeted to represent the users of the information.
Table 3.1: Targeted Population

<table>
<thead>
<tr>
<th>No. of day schools</th>
<th>No. of teachers in day schools</th>
<th>No. of head teachers in day schools</th>
<th>No. of students in day schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>174</td>
<td>41</td>
<td>7,178</td>
</tr>
</tbody>
</table>

Source: District Education Strategic Plan 2011

3.5 Sampling Procedures and Sample size

Sampling means selecting a given number of subjects from a defined population as representative of the population. A sample is therefore a representative of the population. Orodho (2002) notes that any statement made about the sample should be true of the population. It is however agreed that the larger the sample the smaller the sampling error. In selecting the samples that were used in the study, simple random sampling by folding of papers was used to select the schools. Forty one (41) papers were folded with each having the name of schools established from 2003 printed on it. Twenty (20) papers were picked randomly to represent the schools that were studied. Among the Ministry of Education officials, the District Education Officer (DEO) and District Quality Assurance and Standards Officer (DQASO) were interviewed. For each of the 20 schools selected, the head teacher, two students and two teachers selected were picked randomly yielding 20 head teachers, 40 students and 40 teachers. Two opinion leaders were selected on convenience basis. The entire sampling matrix for the proposed study yielded a total sample size of 104 people. Non-experimental methods were utilized as they deal with the relationship among non-manipulated
variables. Best & Kahn (1993) states that in non experimental methods, the researcher merely selects the relevant variables for analysis of their relationship.

Table 3.2: Sampling Matrix

<table>
<thead>
<tr>
<th>Target population</th>
<th>Population</th>
<th>Sample</th>
<th>Sample size (%)</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>174</td>
<td>40</td>
<td>23.0 %</td>
<td>Random sampling</td>
</tr>
<tr>
<td>Head teachers</td>
<td>41</td>
<td>20</td>
<td>48.8 %</td>
<td>Random sampling</td>
</tr>
<tr>
<td>Students</td>
<td>7,178</td>
<td>40</td>
<td>0.56 %</td>
<td>Purposive sampling</td>
</tr>
</tbody>
</table>

3.6 Sampling techniques

To select the sample, the researcher employed random sampling and purposive sampling technique. Orodho (2008) notes that with random sampling (probability sampling) each sample has equal chance of being included in the sample. According to Orodho (2009) random sampling designs have two major advantages over the non probability sampling. The first advantage is that they remove the possibility of bias on the part of the investigator which can interfere with the selection of cases. Secondly; by virtue of random selection the laws of mathematical probability may be applied to estimate the accuracy of the sample. Frankel and Wallen (1993) states that a sample is any group from which information is obtained. Orodho (2009) also notes that in purposive sampling, the investigator relies on his/her expertise or expert judgement to select units that are representative or typical of the population.

3.7 Research instruments

Orodho (2008) notes that in education and social science research, the most commonly used instruments are questionnaires, interview schedules and observation
forms. The study employed questionnaires, semi structured interview schedules and Observation forms. Questionnaires were administered to the teachers, students and head teachers who participated in the study.

Questionnaires have various advantages: the respondents remain anonymous, more truthful information is gathered and the respondent get more time to think about the questions than in the case with interviews, thus resulting in more meaningful answers (Peil,1995). Gay (1992) observes that questionnaires give respondents freedom to express their views or opinion and also make suggestions. Kiess and Bloomquist (1985) maintain that questionnaires offer considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides an investigation with an easy accumulation of data.

Items in the questionnaire were both open and close ended. Borg and Gall (1983) insist that whereas open ended types of questions give informants freedom of response, the close ended type facilitate consistency of certain type of data across informants. The questionnaire contained two sections. Section one contained items to collect personal and contextual data of respondents. The second section comprised of items meant to evaluate the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District.

3.7.1 Head Teachers Questionnaires

The head teachers questionnaires were used to collect information on problems and challenges facing day secondary schools ,factors that have led to the rapid
establishment of many secondary day schools in the study district, the current status of physical facilities and instructional materials in the day secondary schools in the study district. It also sought their opinion regarding the effectiveness of day schools in enhancing access to participation in secondary school education and its effect on quality.

3.7.2 Teachers Questionnaires

The teachers questionnaires were used to collect information on problems and challenges facing day secondary schools in the teaching learning process, the current status of physical facilities and instructional materials in the day secondary schools in the study district and teachers opinion regarding the effectiveness of day schools in enhancing access to participation in secondary school education and its effect on quality.

3.7.3 Students Questionnaires

The student questionnaires were used to collect information on problems and challenges facing day secondary schools, factors that have led to the rapid establishment of many secondary day schools in the study district and the current status of physical facilities and instructional materials in the day secondary schools in the study district.

3.7.4 Ministry of Education Officials Structured Interview Schedule

Interviews were used to collect data from the education officers to enrich the information provided in the questionnaires. Interviews were used to collect
administrative details, problems experienced and views of D.E.O & DQASO on implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District and suggestions for improvement.

3.7.5 Opinion Leaders Structured Interview Schedule

The semi structured interview schedules were appropriate for opinion leaders because they had varied literacy levels (Orodho 2008). Some of them may not be able to read, interpret and react to a questionnaire. Thus the semi structured interview schedule will be used to obtain in depth information from opinion leaders on the implications of day secondary schools on the provision of quality education in the district particularly the factors that have led to establishment of many day secondary schools in the study district.

3.7.6 Researchers Observation Checklist

This involved collection of information by way of researchers own investigation and observation without interviewing the respondents. Information obtained was the one relating to what was happening in the day secondary schools during the time of study especially the status of the physical facilities and instructional materials.

3.8.1 Piloting

Orodho (2008) notes that once the questionnaire has been constructed, it should be tried out in the field prior to data collection. The questionnaires were pre-tested (piloted) to a selected sample which was similar to the actual sample used in the study. The procedures that were used in pre-testing the questionnaires were identical
to those that were used during the actual data collection. This enabled the researcher to make meaningful observations. Orodho (2008) notes that the number in the pre-test should be small, about 1% of the entire sample size. Therefore, a pilot study was conducted in two day schools in Imenti south District, but which were not be included in the actual study. The pilot study helped to improve the reliability of the instruments. Pre-testing was done in order to assess the clarity of the questionnaire items. Those found to be vague or inadequate were either discarded or modified to improve the quality of research instrument thus increasing its reliability (Kathuri and Pals 1993)

3.8.2 Validity of the Instruments

Reliability of the instruments was not of much use unless the instruments also had validity. Borg and Gall (1989) define validity as the degree to which a test measures what it purports to measure. Validity, according to Mugenda and Mugenda (1999) is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Wiersma, (1985) observes that all assessments of validity are subjective opinions based on the judgment of the researcher. The piloted questionnaires were assessed for clarity and those items found inadequate or vague were modified to improve the quality of the research instrument thus increasing its face validity.
According to Borg and Gall (1989), content validity is improved through expert judgement. As such, the researcher sought assistance from his supervisors, in order to help improve validity of the instruments.

3.8.3 Reliability of Measurement

Borg and Gall (1989) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. A test-retest or coefficient of stability method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. It was assumed that responses to the two tests would be very similar because the latter reflects the same thing (content) for respondents. It was therefore expected that the scores obtained by each respondent on the first and second test was quite close. In order to test reliability of the instruments, the following steps were followed.

i) The developed questionnaires were given to a few identical subjects for the study but not the ones included in the main study.

ii) The answered questionnaires were scored manually.

iii) The same questionnaires were administered to the same group of subjects after a period of two weeks.

iv) The questionnaire responses were scored manually.

v) Comparison between answers obtained in ii and iv above were made.

Spearman rank order correlation was employed to compute the correlation coefficient.
Gay (1992) notes that a correlation coefficient of at least 0.7 and above for the two halves is considered sufficient enough to judge the reliability of the instrument. The researcher questionnaires produced a correlation coefficient of 0.64 and that necessitated some adjustments to the questionnaires. After the adjustment of the instruments, test retest method of reliability was employed; whereby the adjusted questionnaires were administered. The correlation coefficient of 0.77, which is above the 0.7 recommended was obtained and therefore concluded that the questionnaires were reliable enough for data collection.

3.9 Data Collection Procedures

The researcher obtained an introduction letter from Kenyatta University and a research permit from the National Council for Science and Technology (NCST). After this, the researcher booked an appointment with the sample teachers and students, through the DEO and the head teachers, to visit and administer the questionnaire. The researcher visited each of the schools and administered the questionnaire by himself. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill the questionnaires, after which the researcher collected the filled in questionnaires. During the researchers visit to each of the schools, he made observations on the status of physical facilities and ticked
appropriately in the observation checklist. The interview schedules for the ministry of education officials and opinion leaders followed later at their respective offices.

3.10 Data Analysis and Presentation

The researcher collected the actual data and edited it by himself. Orodho (2009) notes that before starting the compilation and coding of the data, one has to make sure that each question has been answered and the answers properly recorded i.e. one should check for the completeness of the research instruments. He further states that accuracy of the answers should be checked followed by a check for uniformity in interpretation of the questions and multiple choice answers. Data collected from the field was coded and entered into the computer for analyzing using the statistical package for social sciences (SPSS) version 11.5 for windows. As Martin and Acuna (2002) observes, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposely designed for social sciences, it is also quite efficient. Quantitative data was analyzed using descriptive statistics including frequency counts and percentage. Bell (1993) observes that when making results known to a variety of readers, percentages have considerable advantage over more complex statistics. Borg and Gall (1983) hold that the most widely used and understood standard proportion, is the percentage. Qualitative data was analyzed thematically, where the generated themes were reported as they were obtained. Data was presented in summary form using frequency distribution tables, bar graphs and pie charts.
The results of the study were discussed in relation to implications of rapid expansion of day secondary schools on provision of quality education in Imenti South District, with a view of putting in place proper mechanisms and policies for the rapid expansion of secondary education ensuring access, relevance and quality. Relevant recommendations were made to the stakeholders in the education sector.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION & DISCUSSION

4.1 Introduction

This chapter presents an analysis of data that was collected during field research and interpretation of the research findings. The study sought to find out the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South district. The analysis and interpretation of the research findings therefore have been done within the framework of the core objectives of the study. These are:

To determine the factors that have led to the rapid establishment of many day secondary schools in Imenti South district, to find out the current status of physical facilities and instructional materials in the day secondary schools in Imenti South district, to identify the challenges faced by the newly established day secondary schools in the teaching learning process and to assess the effects of rapid expansion of day secondary schools on the provision of quality education in the study district.

4.2 Response rate of the respondents

The study was conducted in Imenti South district, Meru County. The respondents included 20 head teachers of day secondary schools, 40 teachers and 40 students from day secondary schools, 2 opinion leaders, 1 District education officer (D.E.O)
Table 4.1: Response rate for students

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>39</td>
<td>97.5 %</td>
</tr>
<tr>
<td>Non-Response</td>
<td>01</td>
<td>2.5 %</td>
</tr>
<tr>
<td>Sample</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2: Response rate for teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>38</td>
<td>95 %</td>
</tr>
<tr>
<td>Non-Response</td>
<td>02</td>
<td>5 %</td>
</tr>
<tr>
<td>Sample</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

The information on table 4.1 and 4.2 indicates that the student response rate was at (39) 97.5 % while that of teachers (38) 95 % respectively. This is because (1) 2.5 % among the students and (2) 5% among the teachers did not fill in the questionnaire in a manner worth consideration for analysis. 10 students (25.64 %) were in form one, 11 students (28.20 %) were in form two, 10 students (25.64 %) were in form three and 8 students (20 %) were form fours. The rest of the respondents were considered for analysis all of them (100%).

and 1 Quality assurance and standards officer (DQASO). Table 4.1 and table 4.2 shows the response rate for the students and teachers respectively.
4.3 Demographic Characteristics of the Respondents

The main demographic features of the respondents featured in this section include: Gender of both the head teachers, teachers, students, DQASO, D.E.O. and the opinion leaders, the number of years of service for head teachers and teachers in the current station, academic qualifications for the head teachers and teachers, the age of the teachers and students, the work load of the teacher and the category of the teaching subjects for the teacher.

4.3.1 Distribution of respondents by Gender

During the data collection stage, the researcher administered a questionnaire in which the respondents were asked to indicate their gender. This was the case for all the categories of respondents in the study. See table 4.3

Table 4.3: Distribution of respondents by Gender

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Head teachers</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Teachers</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Students</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>D.E.O</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>DQASO</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Opinion Leaders</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Data analysis from table 4.3 indicated an almost gender parity in the distribution for the students i.e. 19 male students (48.7%) to (20 females) 51.3%. This is because the
students were purposively sampled to have equal gender representation. However, for those that were not necessarily sampled by gender, the gender distribution shows significant differences such that the male head teachers comprised 70 % while the female head teachers comprised of 30 %. Out of the thirty eight teachers that participated in the study, 21 (55.26 %) of them indicated being males while 17 (44.74%) indicated being females. As for the DQASO and the D.E.O, there was only one such officer of which both happened to be males. As for the opinion leaders, they were interviewed on convenience basis and the two happened to be males.

4.3.2 Head teacher’s characteristics

In the head teacher’s questionnaire, the respondents were asked to indicate their qualifications. The responses are shown in figure 4.1

\textbf{Figure 4.1: Head teacher’s academic qualifications}
According to figure 4.1, analysis of the responses indicated that 16 (80%) of the sampled head teachers had bachelor in education degrees, 3 (15%) had masters in education while 1 (5%) had a master in Art degree.

The Head teachers who responded to the questionnaires were also asked to state the length of time for which they had held office as heads teachers. The findings are presented in table 4.4

**Table 4.4: Length of service as head teacher**

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 5 years</td>
<td>7</td>
<td>35 %</td>
</tr>
<tr>
<td>5-10 years</td>
<td>8</td>
<td>40 %</td>
</tr>
<tr>
<td>over 10 years</td>
<td>5</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

As shown in table 4.4, majority of the respondents indicated that they had been head teachers for 5-10 years and this category constituted (8) 40% of the respondents. This group was followed by the category that had served as head teachers for less than 5 years constituting (7) 35%. The least category comprised of (5) 25% who had served as head teachers for more than 10 years. This means that the day schools are headed by experienced head teachers since more than half of the sampled head teachers, (13) 65% had served for a period above 5 years. This was very useful in itself because it meant that most of the Head teachers had been in the same positions for a period long
enough to be able to comment on the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South district.

4.3.3 Teachers characteristics

In the teacher’s questionnaire, the respondents were asked to indicate their qualifications. Their responses are as presented in figure 4.2

**Figure 4.2: Teachers academic qualifications**

![Pie chart showing teacher qualifications](image)

The information on figure 4.2 shows that 2(5.26 %) of the teachers had masters in education, (25) 65.79% had bachelor in education degree and (11) 28.95 % had diploma in education. Untrained teachers were not sampled in this study.

Teacher respondents were further asked to indicate their teaching experience and the results are as shown in table 4.5
Table 4.5: Teaching experience of the teachers

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 5</td>
<td>14</td>
<td>36.84 %</td>
</tr>
<tr>
<td>5-10</td>
<td>14</td>
<td>36.84 %</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>10</td>
<td>26.32 %</td>
</tr>
<tr>
<td>Total</td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As shown in table 4.5, 14 (36.84 %) of the teachers had taught for less than 5 years and an equal number for 5-10 years. 25 (65.79%) had a teaching experience of more than 10 years.

4.3.4 Students characteristics

In the student’s questionnaire, participants were asked to indicate their age. The results are shown in figure 4.3.

Figure 4.3: Students age distribution
As shown in figure 4.3, students aged between 13-14 years constituted 5 (13%) those aged between 15-16 years comprised 13 (33 %), those aged between 17-18 years were 11 (28 %), those aged between 19-20 years were 6 (16 %) and those above 20 years constituted only (4 (10 %). This implies that very few students may be over age.

4.4 Factors that have led to rapid expansion of day secondary schools

The first research objective was: To determine the factors that have led to the rapid establishment of many day secondary schools in Imenti South district.

A section of the study participants were presented with an item to seek their opinion on the factors that have led to rapid expansion of day secondary schools in Imenti South district. To begin with, teachers were asked to state what they thought had led to rapid expansion of day secondary schools in Imenti south district. 38 teachers gave various responses as shown in figure 4.6.
Table 4.6: Factors that have led to the rapid expansion of day schools

<table>
<thead>
<tr>
<th>Causes of rapid expansion of day secondary schools</th>
<th>No. of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Desire for affordable low-cost secondary education since the cost of education in day schools is low.</td>
<td>33</td>
<td>86.84%</td>
</tr>
<tr>
<td>ii. Long distances to other secondary schools hence need for a school that is located close proximity to home.</td>
<td>36</td>
<td>94.73%</td>
</tr>
<tr>
<td>iii. Desire by communities to initiate development projects to promote high transitional rates from primary to secondary</td>
<td>27</td>
<td>71.05%</td>
</tr>
<tr>
<td>iv. Government support through subsidized education programme/free secondary education.</td>
<td>34</td>
<td>89.47%</td>
</tr>
<tr>
<td>v. A growing population of primary school-leavers desiring secondary education in the district.</td>
<td>29</td>
<td>76.31%</td>
</tr>
<tr>
<td>vi. Parents wanting their children to study near home so that they can monitor their progress and discipline</td>
<td>24</td>
<td>63.16%</td>
</tr>
<tr>
<td>vii. Constituency Development Funds support</td>
<td>25</td>
<td>65.79%</td>
</tr>
</tbody>
</table>
viii. Politicization of education development where MPs want to be remembered for starting as many schools as possible. 15 39.47%

ix. Inability of local children to meet entry criteria to other secondary schools. 30 78.95%

Majority of the teachers 36 (94.73%) were of the opinion that the rapid expansion of day secondary schools was as a result of long distances to other secondary schools hence need for schools that are located close proximity to home. Another 34 (89.47%) felt that the expansion of day secondary schools in the district was due to government support through subsidized education programme/free secondary education.

Another 33 (86.84%) of the teacher respondents attributed the growth of day secondary schools to desire for affordable low-cost secondary education since the cost of education in day schools is low. This concurs with the ministry of education (2005) that the government will enhance access to secondary schools through the establishment of affordable day secondary schools. Another factor contributing to rapid expansion of day secondary schools is inability of local children to meet entry criteria to other secondary schools as stated by 30 (78.95 %) of the respondents.

Findings of the study also found that the rapid expansion of day secondary schools was due a large growing population of primary school-leavers desiring secondary education in the district as echoed by 29 (76.31%) of the teacher respondents. This is in line with Imenti South district education and training strategic plan 2011-2015 that the population in Imenti South district has grown from 156,302 people to
179,604 as per the 2009 census report released in 2010. This shows a population growth rate of 87.03%. See figure 4.4

**Figure 4.4: Population growth in Imenti south district**

<table>
<thead>
<tr>
<th>population</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>population growth in Imenti south district</strong></td>
<td>156,302</td>
<td>179,604</td>
</tr>
</tbody>
</table>

**Source: Imenti South Education and Training Strategic Plan 2011-2015 (2011)**

Another 27 (71.05%) of the respondents said that the rapid growth in day secondary schools was due to desire by communities to initiate development projects to promote high transitional rates from primary to secondary schools. This agrees with
Imenti South district education and training strategic plan 2011-2015 that one of the strengths in the district is that communities are willing to donate land for putting up new schools. 24 (63.16%) of the teacher respondents stated that the expansion was due to parents desire to want their children to study near home so that they can monitor their progress and discipline while 25 (65.79%) said Constituency Development Funds supported and encouraged the growth of day schools. 15 (39.47%) said that the expansion of day schools was due to politicization of education development where politicians want to be remembered for starting as many schools as possible.

Information given by the teachers concerning the causes of rapid expansion of day secondary schools was triangulated by information from the interview with the DQASO, D.E.O and the opinion leaders. In this interview, the opinion leaders were for the opinion that the main cause of rapid expansion of day secondary schools was the constituency development funds which motivated communities to start new schools with the expectations of funding. The leaders also pointed out that the expansion of day schools is as a result of desire by the district opinion leaders to promote transitional rates from primary school to secondary school to 90%. This was echoed by the DQASO/DEO who put the transitional rates in the district to be 95% and their focus was 100% transitional rate. According to the Imenti South district educational and training strategic plan (2011-2015), the number of pupils who missed admission to secondary schools in 2010 was 5 %. In 2008, the transitional rate from primary to secondary in 2008 was 93 %. In 2009, it grew to 95%. This is a great gain
for the district and the country at large and this gain should be protected by ensuring that quality education is provided in the district. See table 4.7

**Table 4.7: Transitional rates in Imenti south district (2008-2010).**

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates</th>
<th>Overall form one intake</th>
<th>Transition rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3,258</td>
<td>3,099</td>
<td>95 %</td>
</tr>
<tr>
<td>2009</td>
<td>3,577</td>
<td>3,399</td>
<td>95 %</td>
</tr>
<tr>
<td>2008</td>
<td>3,383</td>
<td>3,147</td>
<td>93 %</td>
</tr>
</tbody>
</table>


4.5 The current status of physical facilities, instructional materials and adequacy level of teachers

The second objective of the study was to find out the current status of physical facilities, instructional materials and adequacy levels of the teachers in day secondary schools in Imenti South district.

4.5.1 Availability and adequacy levels of Physical Facilities

To begin with, the head teachers were asked if their schools had adequate physical facilities. Out of twenty head teachers respondents, 17 (85 %) said they do not have adequate physical facilities. Only 3 (15%) admitted having adequate facilities. The head teachers were further asked to tick from a number of physical facilities listed the ones his /her school possessed. Table 4.8 shows their responses.

**Table 4.8: Distribution of physical facilities in day secondary schools**
<table>
<thead>
<tr>
<th>Physical facility</th>
<th>No. of schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Enough classrooms</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>Dining hall</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>Spacious Playing ground</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Adequate number of toilets</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Computers</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Staffroom</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Offices</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Laboratory</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Adequate laboratory equipment</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Dairy animals</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>School bus</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

From table 4.8, all the schools sampled had offices and staffroom. 18 (90%) of the schools had adequate number of toilets. Toilets are very important in any learning institution. The researcher established that the ratio of toilets to students in majority of the schools sampled was 1:25. This was very encouraging since it’s the recommended ratio. However, none of the schools sampled owned any school bus or any vehicle. This may mean that carrying out field studies which reinforces classroom teaching may be a challenge to the sampled schools.

During the time of data collection, the researcher was filling an observation checklist for the availability and adequacy levels of the physical facilities. Figure 4.5 shows the observations made:

**Figure 4.5: Adequacy levels of physical facilities**
As shown in figure 4.5, majority of the schools 13 (65%) had adequate classrooms and desks/chairs. 18 (90%) of the schools had enough classroom space for students to work on. Classroom space is very important because in a crowded classroom, students may not work comfortably. From table 4.10, 10 (50%) of the schools had a laboratory. Out of these, only (5) 25% had well equipped laboratory. What this means is that more than half of the day schools do not have the capacity to do all practicals as expected especially Chemistry and Physics practical.

The researcher also checked on the availability of a number of physical facilities. The results of the observation are shown in figure 4.6

**Figure 4.6: Availability of physical facilities**
The results showed that (14) 70% of the schools sampled lacked a dining hall, (12) 60% did not have a library and (10) 50% lacked the laboratory. However, (18) 90% of the schools sampled had glass windows fixed, (16) 80% had playing grounds and (13) 65% of the schools sampled had a school fence. Findings of this study suggest that most day schools do not have adequate physical facilities such as dining hall, library, laboratory, school bus among the others. This is in line with studies conducted by (Asayo 2009) & Hannon; C. (2009) who found that the sustainable provision of quality secondary education is hampered by limited physical facilities in the expanded secondary schools.

4.5.2 Availability and adequacy levels of instructional materials

In order to determine the availability and adequacy levels of the instructional materials, the researcher asked the students how often they do practical lessons in Physics, Chemistry and Biology. The responses are shown in figure 4.7
As shown in figure 4.7 only 7 (18%) of the sampled students attends practical lessons on weekly basis. This presents a bigger problem since science subjects students learn by doing. Carrying out practicals once a term will lead to poor results in science subjects’ hence poor quality of education.

A related item was presented to the teachers who were asked if they had a laboratory in their school. Out of 38 teacher respondents, 18 (47%) said Yes while 20 (53%) said they didn’t have a laboratory in their schools. Those who had responded with a yes were further asked to state if the laboratory was well equipped. 13 (72%) of the teacher respondents said that their laboratories were not well equipped. Only 5 (28%) said that the laboratories in their schools were well equipped. The researcher further asked the student respondents whether their school provided them with adequate text
books. In their responses, 19 (50%) of the student respondents said their schools provide them with enough text books while an equal number said their schools do not provide them with adequate text books. The 19 respondents who responded with a no were further asked to state where they get text books they use. Their responses are as shown in table 4.9

**Table 4.9: Source of text books used by students in day schools**

<table>
<thead>
<tr>
<th>Where to get text books</th>
<th>No. of students</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Borrow students from other schools</td>
<td>5</td>
<td>26.32%</td>
</tr>
<tr>
<td>ii. Parents buy for them</td>
<td>7</td>
<td>36.84%</td>
</tr>
<tr>
<td>iii. Stay without and rely on teachers notes</td>
<td>12</td>
<td>63.16%</td>
</tr>
</tbody>
</table>

As shown in table 4.9, the 19 student respondents who said that their schools do not provide them with adequate text books, 5 (26.32%) said they borrow students from other schools, (7) 36.84 % stated that their parents buy for them and 12 (63.16%) stated that they rely on teachers notes. What this tend to mean is that 50 % of the students sampled cannot make notes on their own nor do exercises in the absence of a teacher. This is a very worrying situation. The 7(36.84%) whose parents buys them books is a worrying situation which may mean that parents have taken a back seat in providing reading materials to their children.

The researcher had further wanted to know the text book student ratio from the student respondents and therefore asked them: What is the ratio in which you share the available text books? The responses are as shown in figure 4.8
From figure 4.8 above, one can see that whereas the recommended text book student ratio is that of 1:2, only 12 (31%) of the sampled students indicated having the textbooks shared in that ratio. Otherwise, 17 (43%) indicated sharing them in the ratio of 1:3 while 7 (18%) indicated sharing them in the ratio of 1:4. This shows clearly that the textbooks are not adequate given that 69% of the student respondents share these books in a ratio below the recommended one. In an interview with the DQASO and the D.E.O., information given above was triangulated when they informed the researcher that the upcoming day schools are in a dire need of teaching and learning materials. The same was echoed by the opinion leaders interviewed. This finding supports Hannon C. (2009) who found that the schools lacked adequate learning materials for teachers and students which hinder the schools in implementing and achieving their main goal of disseminating knowledge.
4.5.3 Availability and adequacy levels of the teachers

It is a given fact that teachers play a vital role in the learning outcome of their students. Teachers impart knowledge, skills and attitude to the learners. The researcher therefore sought to know the availability and adequacy levels of the teachers. To achieve this, Head teachers were presented with an item asking them to indicate the total number of TSC teachers in their schools. The findings revealed that most of the schools 12 (60%) had less than 5 TSC teachers. The researcher further asked the head teachers whether the TSC teachers they had indicated they had were adequate for teaching and instruction. In their responses, 17(85%) of the sampled schools said they did not have enough TSC teachers. Only 3 (15%) attested to having adequate TSC teachers. Those who answered no were asked to indicate where they get teachers to fill the deficit. All the head teachers’ respondents indicated that they had employed teachers through the board of governors (BOG). The above information clearly shows that day schools are understaffed. The researcher noted that the 10% of the schools that had more than 15 teachers had higher enrolments hence had also employed additional B.O.G. teachers. In a previous study, Dawo & Simatwa (2010) found that mixed day secondary schools didn’t have adequate teachers or adequate instructional materials. The Ministry of Education is confronted with the dilemma of encouraging the opening up of new secondary schools, which it cannot provide with adequate teachers.

4.6 Challenges facing day secondary schools in the teaching - learning Process.
The third objective of the study was to identify the challenges faced by the newly established day secondary schools in the teaching learning process in Imenti South district. To begin with, teachers were presented with a number of items to identify the challenges they face in their teaching and instruction process. The first item asked the teachers to choose among a number of challenges they thought prevented them from teaching their students effectively and efficiently. The responses are as shown in table 4.10

**Table 4.10: Factors preventing teachers to teach efficiently and effectively**

<table>
<thead>
<tr>
<th>Factors preventing teachers from teaching efficiently and effectively</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of instructional materials</td>
<td>31</td>
<td>81.58%</td>
</tr>
<tr>
<td>Indisciplined students</td>
<td>9</td>
<td>23.68%</td>
</tr>
<tr>
<td>Lack of preparation room</td>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td>Overcrowded classrooms</td>
<td>4</td>
<td>10.53%</td>
</tr>
<tr>
<td>Students of low ability</td>
<td>35</td>
<td>92.10%</td>
</tr>
<tr>
<td>Absenteeism of students</td>
<td>29</td>
<td>76.32%</td>
</tr>
<tr>
<td>Parent’s inability to pay for student’s lunch</td>
<td>23</td>
<td>60.53%</td>
</tr>
<tr>
<td>Broad syllabus</td>
<td>9</td>
<td>23.68%</td>
</tr>
</tbody>
</table>
From table 4.10, it can be seen that 33 (86.84%) of the sampled teachers have a high workload, 31 (81.58) said they lacked instructional materials while 29 (76.32%) said absenteeism of students among other responses.

The sampled teachers were further asked whether they thought that their students were well equipped to compete favourably with those in boarding schools. Their responses were that 26 (68%) said No while 12 (32 %) said Yes.

Those respondents who answered no were further asked to state the reasons why they said so. Table 4.11 shows the responses obtained.

**Table 4.11: Reasons why students in day schools cannot compete favourably with those in boarding schools.**

<table>
<thead>
<tr>
<th>Reasons why students in day schools cannot compete favourably</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Due to inadequate number of teachers in day schools`</td>
<td>30</td>
<td>78.95%</td>
</tr>
<tr>
<td>ii. Inadequate teaching learning resources in day schools</td>
<td>33</td>
<td>86.84%</td>
</tr>
<tr>
<td>iii. Low entry behaviour of students</td>
<td>31</td>
<td>81.58%</td>
</tr>
<tr>
<td>iv. Short period of study at school and Unfavourable conditions for study at home</td>
<td>33</td>
<td>86.84%</td>
</tr>
</tbody>
</table>
v. Poor family background which affects students concentration 19 50%

vi. Day schools use untrained and inexperienced teachers to teach 25 65.79%

From table 4.11, multiple factors were stated as to why students in day secondary schools cannot compete favourably with those in boarding schools. 33 (86.84%) stated short period of study at school and Unfavourable conditions for study at home, 33(86.84%) said due to inadequate teaching learning resources while 30 (78.95) said due to inadequate number of teachers in day schools.

The teachers were further asked to state the challenges they faced in the teaching process. The responses were as shown in table 4.12.

Table 4.12: Challenges faced by teachers in the teaching process

<table>
<thead>
<tr>
<th>Challenges faced in the teaching process</th>
<th>Number of teachers</th>
<th>Of</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Absenteeism of students from school</td>
<td>5</td>
<td></td>
<td>13.16%</td>
</tr>
<tr>
<td>ii. High work load due to inadequate teaching staff</td>
<td>27</td>
<td></td>
<td>71.05%</td>
</tr>
<tr>
<td>iii. Indisciplined students</td>
<td>9</td>
<td></td>
<td>23.68%</td>
</tr>
<tr>
<td>iv. Lack of adequate basic instructional and teaching materials</td>
<td>19</td>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>
Information on table 4.12 shows that majority of the teachers 27 (71.05 %) cited that high work load hinder their teaching process while 50% cited lack of adequate basic instructional materials as hindrances to their teaching.

Another item in the head teacher questionnaires asked them to indicate if they had employed any untrained teachers. Majority of the head teachers 17 (85%) said they had employed untrained teachers while 3 (15%) said they did not employ any untrained teacher. The researcher further sought to find the levels of education for the untrained teachers employed by the 17 head teachers who had indicated so. The results are shown in figure 4.9

**Figure 4.9: Level of education for the untrained teachers employed**
From figure 4.9, majority of the schools 8 (44.44%) had employed form 4 leavers, 6 (33.33%) had employed undergraduate students while 3 (16.66%) had employed untrained university graduates.

The head teachers were presented with an item asking them to indicate if the government funding was adequate to meet the daily operations of the school. The responses were that 17 (85%) of the head teachers said No implying the government funding is not enough. Those who responded no were further asked to state where they get money to supplement government funding. Tables 4.13 represent the responses.

<table>
<thead>
<tr>
<th>Source of fund</th>
<th>No. Of head teachers</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. CDF funding</td>
<td>15</td>
<td>88.24%</td>
</tr>
<tr>
<td>ii. Income generating projects in school</td>
<td>5</td>
<td>29.41%</td>
</tr>
<tr>
<td>iii. Parents</td>
<td>15</td>
<td>88.24%</td>
</tr>
<tr>
<td>iv. Sponsorship by well wishers</td>
<td>5</td>
<td>29.41%</td>
</tr>
<tr>
<td>v. fundraising</td>
<td>5</td>
<td>29.41%</td>
</tr>
</tbody>
</table>
As shown in table 4.1, 15 (88.24%) stated that they get funds from CDF to supplement government funding, 15 (88.24%) said they get funds from parents.

The head teachers were also asked to state the challenges they face in their schools. See table 4.14 for the responses.

**Table 4.14: Challenges facing day secondary schools.**

<table>
<thead>
<tr>
<th>i.</th>
<th>Challenges facing day schools</th>
<th>No. Of head teachers</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Indiscipline cases among students</td>
<td>2</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>iii. Uncooperative parents</td>
<td>5</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>iv. Inadequate physical facilities</td>
<td>17</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>v. Shortage of teachers</td>
<td>18</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>vi. Financial problems</td>
<td>19</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>
Information in table 4.14 revealed that day schools were facing various challenges. 19 (95%) of the sampled head teachers cited financial constraints as the major challenge, 18 (90%) identified shortage of teachers as a major problem while 17 (85%) reported inadequate facilities as the main challenge. The students were asked if they were comfortable with the school they were in. Majority of the students, 21 (54%) responded Yes while 18 (46%) said No. The 18 students who responded No were asked why they were not comfortable in the schools they were in. See their responses in table 4.15

**Table 4.15: Reasons why students in day secondary schools feel uncomfortable**

<table>
<thead>
<tr>
<th>Causes of discomfort in my school</th>
<th>No. of students</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Lacks adequate physical facilities</td>
<td>17</td>
<td>94.44%</td>
</tr>
<tr>
<td>ii. Students in boarding schools look down upon us</td>
<td>8</td>
<td>44.44%</td>
</tr>
</tbody>
</table>
iii. The conditions of study are not good 4 22.22%

iv. No special diet is offered 3 16.67%

v. Teachers don’t inspire us 3 16.67%

vi. School lacks enough reading materials 12 66.67%

As shown in table 4.18, 17 (94.44%) of the students who said they were not comfortable in their schools cited lack of adequate facilities in their schools.

The students were further asked to state the problem they faced in their schools. Their responses are as shown in table 4.16.

### Table 4.16: Challenges faced by students face in day secondary schools.

<table>
<thead>
<tr>
<th>Challenges faced</th>
<th>No. Of students</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Some subjects are not taught due to lack of teachers</td>
<td>16</td>
<td>41.03%</td>
</tr>
<tr>
<td>ii. We do not go for games due to lack of playing field</td>
<td>8</td>
<td>20.51%</td>
</tr>
<tr>
<td>iii. Lack of adequate reading materials</td>
<td>24</td>
<td>61.54%</td>
</tr>
</tbody>
</table>
iv. Overcrowding in class 3 7.69%

v. Fatigue due to trekking long distances to and from school 17 43.59%

vi. Short period of study at school 13 33.33%

vii. Lack of adequate physical facilities e.g. laboratory 8 20.51%

viii. Am sent home for fees frequently 6 15.38%

Findings of this study suggest that the main challenges facing day schools are inadequate inputs to education such as inadequate teachers, inadequate physical facilities, and inadequate instructional and learning materials and financial problems. This is in line with Encyclopaedia Britannica (2011) which indicates that the provision of free secondary education in Kenya by the government became a problem as the number of secondary schools grew. Because the government could not provide enough government-funded schools, community built day secondary schools. These schools were supposed to receive government assistance to provide for teachers and learning materials. However, the government is overwhelmed by the high transition rate from primary to secondary school. The government has not managed to provide adequate teachers in these day schools. Kilemi (2010) observes that the Government inability to provide adequate teachers and delays in government financial aid has affected most of these day schools.

4.7 Effects of rapid expansion of day secondary schools on provision of quality education
The fourth objective was: **To assess the effects of rapid expansion of day secondary schools on the provision of quality education in Imenti South district.**

The researcher sought to find out how the rapid expansion of day secondary schools has affected the provision of quality education in Imenti South district. A joint interview schedule was held for the District Education Officer (D.E.O.) and the District Quality Assurance and Standards Officer (DQASO). According to the District Quality Assurance and Standards Officer (DQASO), most of the day secondary schools are understaffed and lack basic infrastructure for the effective teaching learning process thus the quality of education has been greatly affected. These views were echoed by the District Education Officer (DEO). According to the DEO, the provision of quality education is dependent on inputs to education system such as adequate teachers, enough learning materials, adequate instructional and teaching materials and a conducive environment for learning which are lacking in the district. This implies that the quality of education in the district has been affected by the expansion of day secondary schools. This is in line with Mwiria (2010) who notes that failure to increase the number of teachers in most of our schools will condemn students to poor results. The Ministry of Education is confronted with the dilemma of encouraging the opening up of new secondary schools, which it cannot provide with adequate teachers. Even more problematic is that teachers for new schools are drawn from established schools some of which are left with a huge deficit. It is a no win situation: The new schools are staffed by one or two teachers while some established provincial schools have shortages of up to ten teachers. Thus both the new and older
schools are struggling to compete (Mwiria 2010). According to Imenti District Education and Training Strategic Plan 2011-2015, there was a serious understaffing in secondary schools by 215 teaching staff. The researcher obtained the trend in K.C.S.E. performance between 2006-2010 as shown in figure 4.10.

**Figure 4.10: Imenti south District K.C.S.E. Mean score (2006-2010)**

![Mean score bar graph for K.C.S.E. 2006-2010](image)

Source: D.E.O. 2011

From the DEO/DQASO office, the researcher also obtained information on performance for various categories of secondary schools as shown in figure 4.11.

**Figure 4.11: Mean score for day schools and boarding schools**

![Mean score bar graph for day and boarding schools 2006-2010](image)
As shown in figure 4.20, it can be seen that day secondary schools have been attaining a lower mean score compared to the boarding secondary schools. During the interview schedule with the DEO/DQASO, they acknowledged that day secondary schools were ill equipped with facilities and teaching staff in comparison to boarding secondary schools hence their poor performance in national examinations. The researcher wanted to know the number of day schools above the district mean from 36 day secondary schools that sat for K.C.S.E. in year 2010. The findings are showed that 30 (83%) were below the district mean score. Only 6 (17%) of the schools were above the district mean score. Findings of this study suggest that the rapid expansion of day secondary schools has affected the quality of education in Imenti South district. This is in line with a study conducted by Sumra & Rajani (2006): who found that education in Tanzania is focused on quantitative aspects and on inputs. In this there is disconnect between the ‘promise’ of education, or expectations of it, and its conceptualization. The recent rapid expansion of both primary and secondary education has inevitably affected quality. Mwiria (2010) indicates that the expansion of secondary education has come with quality cost. The new schools do not perform well in K.C.S.E. examination.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and key findings of the study, conclusions, recommendations and suggestions for further studies.

5.2 Summary

The primary purpose of this study was to investigate the implications of rapid expansion of day secondary schools on provision of quality education in Imenti south district, Meru county-Kenya. The study was conducted among 20 head teachers of which 70 % were males and 30 % females, 38 teachers of which (21) 55.26% % were males and (17) 44.74 % females, 39 students of which (19) 48.7 % were males and
(20) 51.3 % were females, 1 DQASO who happened to be a male, 1 D.E.O. who was also a male and 2 male opinion leaders identified on convenience basis. The objectives of the study were: To determine the factors that have led to the rapid establishment of many secondary day schools in Imenti South district, to find out the current status of physical facilities, instructional materials and adequacy levels of teachers in day secondary schools, to identify the challenges faced by the newly established day secondary schools in the teaching learning process and to assess the effects of rapid expansion of day secondary schools on the provision of quality education in the study district

Questionnaires were distributed to the head teachers, teachers and students after which analyses was conducted as per the objectives of the study. Given below is a summary of the research findings. On factors that have led to the rapid expansion of day secondary schools, the study established that multiple factors have contributed to the growth of day schools in Imenti South district. Regarding the current status of physical facilities, instructional materials and teacher adequacy in day schools, it was established that they were inadequate. On challenges facing day secondary schools in the teaching – learning process, the study found that there are numerous challenges facing day secondary schools in Imenti South district including lack of adequate instructional materials such as text books, Laboratory apparatus and inadequate teaching staff. Regarding the effects of rapid expansion of day secondary schools on the provision of quality education, the study found that 19 (95 %) of the day schools
sampled were below the district mean. This implies the quality of education has been affected greatly.

5.3 Conclusions

Based on the findings above, the researcher concludes that multiple factors have led to the rapid expansion of day secondary schools in Imenti South district which includes: Desire for affordable low-cost secondary education, long distances to other secondary schools, inability of local children to meet entry criteria to other secondary schools, desire by communities to initiate development projects to promote high transitional rates from primary to secondary schools, government encouragement and Constituency Development Funds, parents wanting their children to study near home so that they can monitor their progress and discipline and a growing population of primary school-leavers desiring secondary education in the district.

The study also concludes that numerous challenges facing day secondary schools in Imenti South district. These included lack of adequate instructional materials such as text books, Laboratory apparatus. Lack of adequate teaching staff impacted negatively on them since they had to teach a high work load. Other challenges facing day secondary schools are: Relatively very low enrolment, financial problems, drug and substance abuse, delay by parents in paying school levy such as activity fees, examination fees, tuition fees and fee for the meals. These challenges need to be addressed if the government noble idea of enhancing access, equity and quality is to succeed.
The study further concludes that in as much as the increase in day secondary schools has enhanced access and equity, quality has greatly been affected. This could be attributed to the numerous challenges facing day secondary schools such as lack of adequate finances, inadequate teaching-learning resources, inadequate teaching staff and inadequate physical facilities. Quality education can be measured and defined in so many ways depending on the context and perception of each stakeholder. According to UNICEF document “Quality Education for All”, there are five general dimensions that can help in understanding quality education: what learners bring, learning environment, content, process and outcomes. These dimensions include what goes on inside and outside of schools and what could it bring for the future. In this research, quality refers to the Student achievement result in K.C.S.E. Students who gain knowledge and skills to enable them to proceed to the next grade level (university) or find good job in the future is the most important indicator of quality education. The school should be able to provide students with opportunities to gain knowledge and life skills so that they will become good citizens.

It has been said that education is a social vaccine that bridges the gap between the rich and the poor and thus need to provide all schools with adequate facilities in order to provide quality education.

5.4 Recommendations

This study offers the under listed recommendations for the purpose of policy formulation:
i. There is need for the government to institute a comprehensive policy framework to govern the establishment and development of secondary schools. The proposed Education Bill should be passed by Parliament to take place of the current Education Act, which gives almost unchecked powers to communities and religious groups in starting schools.

ii. There is need for learning environment in day secondary schools in Kenya to be given priority attention by the government so that students can learn well. This will involve providing adequate facilities such as laboratory equipment, teaching learning resources and libraries and hiring more trained teachers fill the deficit in the day secondary schools in order to raise the quality of education.

iii. The day secondary schools should be encouraged to initiate and diversify income-generating activities to broaden and strengthen their financial base.

iv. The existing one-stream schools should start a second stream in neighbourhoods where new schools are being considered.

v. There is need to review teacher staffing norms to enable a teacher to put in more teaching time and in more than one school where available new teaching technologies can help get more from fewer teachers.

5.4.1 Suggestion for Further Research

i. The same study should be replicated in other districts in Kenya to establish whether similar findings are obtainable.
A related study should be carried on assessment of the impact of primary school expansion on provision of quality basic education in the same district.

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APPENDICES

APPENDIX A: BUDGET

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<th>Cost per unit</th>
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### Thesis Writing

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**Total Cost**

67,560.00

### APPENDIX B:

**QUESTIONNAIRE FOR THE HEAD TEACHER**

This research is meant for academic purpose. It will try to find out the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District. Kindly; you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name anywhere in this questionnaire. Please tick (√) where appropriate or fill in the required information on the spaces provided.

**PART ONE: PERSONAL DATA:**
1. Gender [ ] Male [ ] Female

2. Academic qualifications [ ] M.ED [ ] B.ED [ ] Diploma in Education
   Others (Specify)……………………………………………………………………………….

3. Working experience as a head teacher
   [ ] less than 5 years [ ] 5-10 years [ ] over 10 years

PART TWO: SCHOOL INFORMATION:

1. How long has the school existed?
   [ ] less than 5 years [ ] 5-10 years [ ] above 10 years

2. (a) Is the government funding adequate to meet the daily operations of the school?
   [ ] Yes [ ] No
   (b) If your answer above is no, where do you get money to supplement the Government funding?
   [ ] CDF funding [ ] Income generating projects in school [ ] Parents
   [ ] Sponsorship by well wishers [ ] fundraising
   Any other (Specify)………………………………………………………………………………………….
   (c) If you ask for levy from parents, do they pay on time? [ ] Yes [ ] No
   (d) If no, what are the possible causes?
      [ ] Parents are not economically endowed [ ] Ignorance of the parents
      [ ] Argument that the education is free[ ] Orphaned students
      [ ] Parents disregard to education
      Any other (specify)……………………………………………………………………………….

3. (a) What is the total number of TSC teachers in your School?.................
(b) Are they adequate in the teaching of students? [ ] Yes [ ] No
(c) If the answer above is no, how do you get teachers to teach the students?
   [ ] Volunteers [ ] B.O.G employment [ ] TP Students
   Any other (Specify)…………………………………………………………
(d) Have you employed any untrained teachers? [ ] Yes [ ] No
   If yes, what is their level of education?
   [ ] form 4 leavers [ ] undergraduate students [ ] university graduates
   Any other (specify)…………………………………………………………

4. (a) Does your institution have adequate physical facilities?
   [ ] Yes [ ] No
   (b) Which of the following physical facilities does your school have?
      [ ] Library [ ] enough classrooms [ ] Dining hall [ ] spacious
      Playing ground [ ] adequate number of toilets [ ] computers [ ]
      Staffroom [ ] Offices [ ] Laboratory [ ] Adequate laboratory equipment [ ]
      dairy animals [ ] school bus
      Any other (specify)…………………………………………………………

5. In your opinion, why do students join your school?
   [ ] Lack of any alternative due to low performance
   [ ] Close proximity to home
   [ ] Parents inability to pay fees in boarding schools
   [ ] School is performing well
[ ] School has adequate facilities

Any other (Specify)………………………………………………………………

6. (a) Among the challenges below, which one affect your school?

[ ] Indisciplined students  [ ] Financial problems

[ ] uncooperative parents  [ ] political interference

[ ] Inadequate facilities  [ ] lack of electricity

[ ] Shortage of teachers

(b) Apart from the above, what other challenges does your school face?

________________________________________________________________________________

Thank you for your Participation and Cooperation.

APPENDIX C:

QUESTIONNAIRE FOR THE STUDENTS

Hello student. This is not an exam but a research meant for academic purpose. It will try to find out the implications of rapid expansion of day secondary school expansion on the provision of quality education in Imenti South district. Kindly; you are requested to provide answers to these questions as honestly as possible. Responses to these questions will be treated as confidential. Please tick (√) where appropriate or fill in the required information on the spaces provided.
PART ONE: PERSONAL DATA

1. Name (optional)..............................................................................................................

1. Gender [ ] Male [ ] Female

2. Form [ ] 1 [ ] 2 [ ] 3 [ ] 4

3. Age [ ] 13-14 years [ ] 15-16 years [ ] 17-18 years [ ] 19-20

[ ] above 20 years

PART TWO: LEARNING PROCESS

1. How many marks did you score in your K.C.P.E.?

[ ] Below 200 [ ] 200-250 [ ] 250-300 [ ] 300-350

[ ] 350 and above

2. Which of the following explains why you chose this school?

[ ] My parents lacked enough fees to take me to boarding school

[ ] Desire to be at home in the evening
[ ] Low K.C.P.E. marks which never secured a place for me in another school

[ ] I was forced to come here

Any other (specify)………………………………………………………………………………

3. How often do you do practical in Biology, Chemistry, and Physics among other subjects?

[ ] Weekly basis [ ] Termly basis [ ] Once a year [ ] Never

Any other (specify)………………………………………………………………………………

4 (a) Does the school provide you with enough text books? [ ] Yes [ ] No

(b) If no, where do you get text books? Explain………………………………

………………………………………………………………………………………………

(c ) What is the ratio in which you share the available text books?

[ ] 1:2 [ ] 1:3 [ ] 1:4 [ ] 1:5 and above

5. Are you comfortable with the school you are in? [ ] Yes [ ] No
If no, what makes you uncomfortable?

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6. Which of the following challenges do you face in your school?

(a) Some subjects are not taught due to lack of teachers

(b) We do not go for games due to lack of playing field

(c) Lack of adequate reading materials

(d) Overcrowding in class

(e) Lack of reading light/lamp/electricity at home

Any other (specify)..............................................................................................................................................

Thank you for your Participation and Cooperation.
APPENDIX D:

QUESTIONNAIRE FOR THE TEACHER

This research is meant for academic purpose. It will try to find out the implications of rapid expansion of day secondary schools on the provision of quality education in Imenti South District. Kindly; you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name anywhere in this questionnaire. Please tick (√) where appropriate or fill in the required information on the spaces provided.
PART ONE: PERSONAL DATA:

1. Gender [ ] Male [ ] Female

2. Academic qualifications [ ] M.ED [ ] B.ED [ ] Diploma in Education

   Others (Specify) …………………………………………………………………

   …………………………………………………………………

3. Your age in years [ ] 20-29 [ ] 30-39 [ ] 40-49 [ ] 50 and above

4. Working experience as a teacher in years [ ] less than 5 [ ] 5-10

   [ ] over 10

5. Your teaching subjects[ ] Languages [ ] Sciences [ ] Humanities [ ] Applied

6. How many lessons do you have in a week?

PART TWO: TEACHING LEARNING PROCESS:

1. Which of the following prevents you from teaching the students effectively and efficiently?

   [ ] Lack of instructional materials such as text books, Laboratory apparatus
[ ] Indisciplined students

[ ] Lack of preparation room

[ ] Low pay by the TSC

[ ] Overcrowded classrooms

[ ] Students of low ability-

Any other__________________________________________________________________

2. Are your students well equipped to compete favourably with those in boarding schools? [ ] Yes [ ] No

If no, why? Explain.

3. (a) Do you have a laboratory in your school? [ ] Yes [ ] No

(b) If yes above is it well equipped? [ ] Yes [ ] No

4. What challenges do your school face in your teaching process?

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5. Suggest five ways of addressing the challenges you have stated in question 3 above.
6. In your opinion, what do you think has led to the rapid expansion of day secondary schools in your district?

Thank you very much for taking time to answer the questionnaire.
APPENDIX E

SCHOOL OBSERVATION CHECKLIST

School Name...........................................................................................................

To be ticked appropriately as one observes:

Physical facilities

(a) Classrooms [ ] adequate [ ] inadequate
(b) Class room Space[ ] adequate [ ] inadequate
(c) Desk/chairs [ ] adequate [ ] inadequate
(d) Library [ ] available [ ] not available
(e) Playing ground [ ] available [ ] not available
(f) School fence[ ] available [ ] not available
(g) Dining hall [ ] available [ ] not available
(h) Laboratory [ ] available [ ] not available
(i) Classroom windows[ ] available [ ] not available
(j) Staffroom [ ] available [ ] not available
APPENDIX F:

INTERVIEW SCHEDULE FOR THE DQASO/DEO

Name………………………………………….Designation………………………

1. What factors have led to the growth of day secondary schools in the district?

2. How has the rapid expansion of day secondary schools affected the quality of
education in your district? Has the mean score been affected? How has been the
trend in K. C. S. E. performance among day schools? How do day secondary
schools perform in K.C.S.E. compared to boarding secondary schools in your
district? What percentage of the day secondary schools was above the district
mean in 2010 K.C.S.E.?

3. What are the challenges facing day secondary schools in your district in the
learning teaching process?

4. What lessons have been learnt by the district education board and the ministry of
education officials over the last few years since the introduction of free secondary
education?

5. What strategies do you think could be adopted in order to improve the quality of
education in day secondary schools in your district?

6. Would you encourage the establishment of more day secondary
schools at the moment? Explain your answer.
APPENDIX G:

INTERVIEW SCHEDULE FOR THE OPINION LEADERS

1. Your district has experienced a rapid growth in the number of day schools since 2003. What factors have led to the growth of day secondary schools in the district?

2. What are the challenges facing day secondary schools in your district in the learning teaching process?

3. What strategies do you think could be adopted in order to improve the quality of education in day secondary schools in your district?

4. Would you encourage the establishment of more day secondary schools at the moment? Explain your answer.

5. Are there benefits that can be attributed to the rapid increase of day schools in the district?

Thank you for your participation sir.