CHALLENGES FACED BY HEADTEACHERS IN THE
MANAGEMENT OF DISTRICT DAY SECONDARY
SCHOOLS IN THIKA DISTRICT, KENYA

BY

WAIME, HANNAH NYOKABI

A RESEARCH PROJECT REPORT SUBMITTED TO THE
INSTITUTE FOR CONTINUING EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION

KENYATTA UNIVERSITY

AUGUST 2003
Waime, H N
Challenges faced by
headteachers in the
DECLARATION

This project report is my original work and has not been presented for a Degree in any other university.

WAIME H. N

DATE

This project report has been submitted with my approval as University supervisor

DR. ONYANGO G.A

DATE

LECTURER, DEPART. OF EDUCATION
ADMINISTRATION AND CURRICULUM
DEVELOPMENT, KENYATTA UNIVERSITY.
DEDICATION

This project is dedicated to my friend Miss Jacinta Wangari Murunga, the Principal of Ndaka-ini Mixed Day Secondary School in recognition of the exemplary work she has done for her school.

In my work place, I give the students guidance and discipline. I am the Head of the Science Department, a subject I have been teaching since year three of the KCSE and the BSc in Environmental Science.

I am thankful to my father and mother for their love and support. I also acknowledge the management and teachers of Kwa Mburugu High School and Abbs College for their support and encouragement.

I appreciate the efforts of my brother, Paul Wangari Murunga, for his constant encouragement.

I thank my friend, Mrs. Wangari Murunga, for her continuous support and encouragement.
ACKNOWLEDGEMENT

I am grateful to Dr. Onyango A. G. for giving me invaluable guidance while supervising this study. I also appreciate contributions from other lecturers in the Department of Education Administration and Curriculum Development.

I am also thankful to all the Principals and students who were involved in the study. Similarly, I appreciate receiving data and support from the TSC and the D.E.O Thika District.

In my work place, I appreciate assistance accorded to me by Miss Beatrice Wambui Kabugi, (Deputy Principal) and Mr. Dominic Ndung'u Kiriga (English teacher) of Kamunyaka Kiumu Secondary School. Miss Kabugi acted in my place (as school principal) on many occasions when I had to be away of a necessity during the field work while Mr. Kiriga assisted with my teaching load.

I am particularly grateful to my mother Nyambura Waime and my father Noah Waime Waweru for their love and support. I also acknowledge encouragement and support from my sisters Florence Muthoni and Tabitha Wang'eri.

Above all, I am grateful to God for giving me favour, time and resources to undertake this study.
ABSTRACT

Education has been on an ever-increasing demand prior to and after Kenya attained independence in 1963. Immediately after independence, the need for education was viewed as an economic concern and thus given priority. The total public expenditure on education surpassed expenditure in other sectors of the economy by the 1990’s. It eventually became very difficult for the government to sustain the rising costs of education.

As early as the mid 1970s, the government began shifting the responsibility of school expansion on the parents as it became increasingly hard to sustain the already existing schools or even to open new ones. Yet, the growth in population called for great expansion of secondary education. To assuage the hunger for education, communities have taken initiative to start their own schools. Most of the community-initiated schools have been day institutions. This is in line with the recommendation of various Commissions of Inquiry on Education and National Development Plans, that expansion of day schools is more tenable than boarding ones. Up to the 1980s, these schools were referred to as Harambee or unaided schools. The government gave partial aid to some of these schools and eventually took them all up.

Unfortunately, due to lack of facilities, inadequate staffing and admission of low performers, day schools have had a poor reputation. This poor reputation affects both students and teachers in such institutions. Since the success of any given institution depends on effective management, the need for efficient
administration of these schools as the key to achieving their set goals is therefore imperative.

This study sought to identify some of the issues and challenges faced by principals of public day secondary schools in managing their institutions. The purpose was to shed light on what happens on the ground in a bid to seek avenues for improvement of such schools.

This study was based on the Public 70-Day Secondary Schools in Thika District. From the Public 70-Day secondary schools in the District, 18 schools were randomly selected for the study. The stratified random sampling technique was applied to select the study sample.

The Headteachers' Questionnaire, the Students' Questionnaire (Form II) as well as Observation Schedules were used as instruments of data collection. The researcher personally collected data from the field. The data was thereafter analysed by use of basic descriptive statistics.
2.2 A General overview of available literature ........................................ 17
2.3 The National Development Plans, (Since Independence) ........................................ 21
2.4 The Government Commissions of Inquiry on Education ........... 27
2.5 Summary and Conclusions .................................................. 33

CHAPTER THREE .............................................................. 37
METHODOLOGY .............................................................. 37
3.1 Introduction .................................................................... 37
3.2 Research Design .......................................................... 37
3.3 The Locale ..................................................................... 38
3.4 The study population ..................................................... 40
3.5 Sample and Sampling Procedures .................................. 40
3.6 Research Instruments ..................................................... 41
3.7 Data collection procedures ............................................. 43
3.8 Methods of Data Analysis .............................................. 43

CHAPTER FOUR .................................................................. 44
DATA ANALYSIS AND PRESENTATION .................................. 44
4.1 Introduction .................................................................... 44
4.2 Background information on the principals ...................... 45
4.3 Challenges Regarding General School Management ............ 45
4.4 Curriculum Challenges .................................................. 65
4.5 Availability of Facilities and Resources ........................................74
4.6 Financial Challenges ..................................................................81
4.7 The Parents, Local Communities, and BOG Relations ..............85
4.8 The Principals' attitudes towards their posting ....................... 96

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS ......................................................................... 102
5.1 Introduction ...........................................................................102
5.2 Summary ................................................................................103
5.3 Conclusions ..........................................................................108
5.4. Recommendations ..................................................................109

BIBLIOGRAPHY ..............................................................................115

APPENDICES

APPENDIX A ..................................................................................119
APPENDIX B ..................................................................................134
APPENDIX C ..................................................................................137
APPENDIX D ..................................................................................140
LIST OF TABLES

Table 1.1: National Students and Teacher Populations as at May Year 2002 ................................................................................................................. 4

Table 3.1: Public Secondary Schools in Thika District ........................................ 39
Table 3.2: Day schools in the five Divisions in Thika District ............................. 40
Table 3.3: Stratified Sampling (According to the five Divisions) ....................... 41
Table 4.1: Time needed by students to reach school ......................................... 49
Table 4.2: Staff Shortfalls ................................................................................. 51
Table 4.3: Students enrolment .......................................................................... 54
Table 4.4: K.C.S.E Mean Grade ....................................................................... 67
Table 4.5: Students aspirations for KCSE .......................................................... 71
Table 4.6: Student/ textbook ratios .................................................................... 79
Table 4.7: Type of rental houses available to teachers ....................................... 81
Table 4.8: The Principals’ Rating of Social Evils ............................................... 89
Table 4.9: No of university graduates among BOG members .......................... 94
Table 4.10: BOG members’ competence in understanding educational policies ........................................................................................................ 95
ABBREVIATIONS

B.O.G  Board of Governors
D.E.O  District Education Officer
GOK   Government of Kenya
K.A.N.U. Kenya African National Unity
K.C.P.E. Kenya Certificate of Primary Education
K.N.E.C. Kenya National Examination Council
K.C.S.E. Kenya Certificate of Secondary Education
MOEST Ministry of Education, Science & Technology
P.T.A  Parents Teachers Association.
T.S.C  Teachers Service Commission.
1.0. INTRODUCTION TO THE STUDY

1.1 Background to the Problem

Universally, access to education is regarded as a fundamental human right. The Totally Integrated Quality Education and Training Report (1999) regards access to compulsory basic education for all Kenyans an urgent priority. The Kenya Education report of 1964 regarded the expansion of secondary education the most immediate concern of the time: The nation needed to build a well-educated manpower resource base in a bid to ‘Africanise’ both public and private sectors of the economy.

At the time of the Ominde Commission, (1964) the issue of cost for boarding schools was already evident. The commissioners asserted that:

The basic assumption is that most new secondary schools will be day schools though some boarding facilities may have to be provided for sometime. (GOK, 1964; pg. 57)

Since independence, a tremendous growth of secondary school education has been realised: At the time of independence (1963) there were a total of 31,000 students in Kenyan public schools. Of this lot, 23,000 were in government aided schools while 8,000 were
in unaided schools. By year 2002, students population in public secondary schools had risen to 702,910. This reflected an increase of 2,167.5% within a span of 39 years. (Data obtained from Gachathi Report of 1976 and the T.S.C National students returns as at May 2002).

In the first three decades after independence, the public secondary schools were divided into the following categories:

- National schools
- High cost schools
- Provincial schools
- District schools
- "Harambee" schools

The National, Provincial and District schools were maintained largely by government subsidies. Due to this support, they were endowed with good facilities and attracted the cream of primary school leavers. This favoured position enabled the schools in these categories to produce good results in national examinations. In turn this opened doors for those who were lucky to receive the quality education provided by these schools to find good opportunities for
higher education, which in turn led to excellent prospects in the labour market.

The high level professionals who graduated from these well-established schools have dominated both public and private sectors to this day. Naturally these schools produced high achievers who later became the policy makers and opinion leaders in the nation.

Due to this background, Kenyans have traditionally preferred to enrol their children in these well-established boarding schools due to their reputation for good performance. Every year after the KCPE results are released, students are normally selected to enrol in the various categories of schools. Usually, the National schools are given the first priority to select the cream of the primary school leavers. Next, provincial schools take their pick. Thirdly, the district boarding schools follow suit. Lastly, the district day schools take the 'remnants'. Hence the cream of primary school leavers are taken up first by the National, the 2nd cohort by the Provincial, the third by the District Boarding schools and lastly the District Day schools. The truth is that although the 'higher' categories are more popular, the bulk of the students are either absorbed by the District schools
(Boarding & Day ones) or drop out of the school system altogether.

The irony of this situation is that the day schools, which cater for a large population of primary school leavers are often highly populated (on the overall count) yet unpopular. Table 1.1 illustrates that by year 2002, most of the public secondary schools in the country were day mixed institutions. Also most secondary school teachers and students were in this category of schools.

<table>
<thead>
<tr>
<th>Sch.Type</th>
<th>Category</th>
<th>No. Schools</th>
<th>No. Teachers</th>
<th>No. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1</td>
<td>1</td>
<td>39</td>
<td>718</td>
<td>11,823</td>
</tr>
<tr>
<td>1 2</td>
<td>2</td>
<td>211</td>
<td>5,213</td>
<td>92,890</td>
</tr>
<tr>
<td>1 3</td>
<td>3</td>
<td>69</td>
<td>1,309</td>
<td>21,857</td>
</tr>
<tr>
<td>2 1</td>
<td>1</td>
<td>62</td>
<td>773</td>
<td>13,034</td>
</tr>
<tr>
<td>2 2</td>
<td>2</td>
<td>329</td>
<td>6,204</td>
<td>118,371</td>
</tr>
<tr>
<td>2 3</td>
<td>3</td>
<td>75</td>
<td>1,138</td>
<td>18,630</td>
</tr>
<tr>
<td>3 1</td>
<td>1</td>
<td>1,188</td>
<td>11,288</td>
<td>205,707</td>
</tr>
<tr>
<td>3 2</td>
<td>2</td>
<td>265</td>
<td>4,227</td>
<td>70,608</td>
</tr>
<tr>
<td>3 3</td>
<td>3</td>
<td>739</td>
<td>8,380</td>
<td>149,990</td>
</tr>
</tbody>
</table>

Source – Teachers Service Commission May 2002

**KEY**

**School Type**
1 Boys
2 Girls
3 Mixed

**Category**
1 Day
2 Boarding
3 Day/Boarding
Day schools are reputed to lack adequate resources and to achieve poorer results in KCSE when compared to other categories of public schools. These schools are usually started through initiative of local communities and usually lack experienced teachers (particularly in their early stages). The trend started immediately after independence. The Ominde Commission of (1964) stated that:

"In the past 18 months communities have established Secondary schools in considerable numbers. We recorded the opening of no less than 50 of them in 1964 and we are informed that at least 30 more have come to existence in 1965 (GOK, 1964, pg 602)."

The trends above have continued unabated due to the persistent hunger for education. Although boarding schools have been considered ideal by most parents due to the advantages already outlined, increasingly more and more students are being forced to settle for the day schools. There are two main factors, that make students and parent settle for this 'poorer' option. These are:

(i) The rising cost of education in boarding schools.

(ii) Poor performance at the primary school level.

The Gachathi report (1976) indicated that as early as 1975, trends in enrolment in unaided schools were going up sharply while that in aided schools were much slower (GOK, 1976). According to the
report, by 1963, about 23,000 students were enrolled in aided schools while about 8,000 were in unaided schools. By 1974 however, 100,000 students were enrolled in unaided schools while 90,000 were in aided schools. In 1975, enrolment in unaided schools shot to 110,000 while that in aided schools indicated only slight increase.

It is note-worthy that day schools constituted the bulk of the unaided schools. This is because the communities that initiate the establishment of such schools cannot afford the high cost required to build boarding institutions.

As pointed out earlier, one major factor which contributed to expansion of day secondary schools is scarcity of funds. The government has increasingly shifted the cost of secondary education to the parents. Even so, it has been noted that education takes the giant share of recurrent government expenditure. The World Bank (1996) noted that Kenya allocated about 40% of its recurrent expenditure to education. Onyango (2001, pg 1) points out that:

Education has therefore become a gigantic enterprise or business, in public and private expenditure.
To shoulder the immense cost of secondary education, the government introduced the cost-sharing policy in the 1980s. The Presidential Working Party on Education and Man Power Training for the Next Decade and Beyond (1988) recommended the cost sharing to be intensified. It stated that:

The growing demand for expansion of education and training at all levels and the corresponding higher costs has made it difficult for the government to finance education entirely from budgetary provisions without adversely affecting other areas of development. For this reason and in order to maintain development and expansion of education, and training, there will be need to sustain and enhance existing partnership between the government, communities, parents, individuals and organisations in financing education and training (GOK, 1988; pg. 15).

It was further argued that those who benefited more in educational and training institutions should pay more for the same.

Despite the above, parents have not been cowed by the prospect of cost sharing; the hunger for education is as keen today as ever. However, due to the general economic decline, communities rarely come up with boarding institutions. The normal practise is to start a secondary school which inherits initial classroom from ‘parent’ primary schools and eventually ‘force the governments arm’ to provide teachers and administrative personnel. This is how almost
all the day secondary schools have 'sprouted' all over the countryside and even in the towns.

The National Development Plan of 2002 – 2008 portrays the dismal state of the economy which has made it increasingly hard for the government to facilitate the expansion of secondary education (GOK 2002). Since it is important that the government pays attention to other aspects of development, the only option has been for the communities to spearhead the expansion of secondary education. The government in turn supports this community effort by supplying the schools already started with government teachers and administrators.

Another aspect which needs to be addressed is the transition rates; by year 2003, about 50% of boys who graduated from primary schools were expected to join secondary schools. Less than 50 per cent of the girls were expected to join secondary schools (GOK, 2002).

The facts above indicate that we still have serious 'bottlenecks', which limit transition from primary schools to secondary schools. The
ideal situation is where the majority of (if not all) primary schools leavers are afforded access to secondary education.

1.2 Statement of the Problem

Both quantitative and qualitative improvement of secondary education is urgently required if Kenya is to industrialise by year 2020 as envisaged. Traditionally, boarding schools have been regarded as ideal for the reason that their levels of academic achievement have been better than that realised in day schools.

Despite this, financial constraints have limited expansion of boarding schools and most schools which have been established since independence are day. Fig. 1.1 illustrates that the highest number of schools in the country (a total of 1,188) are day mixed secondary schools with a total of 11,288 teachers and 205,707 students by May year 2002. This meant that currently, the government is investing more in day schools than in other categories of secondary schools. Greater expansion of secondary school is still needed since transition rates from primary school are still low. It is desirable that most students leaving primary school be availed opportunity to get secondary education. This in turn will speed up overall development in the country. Primary education can no longer be considered
"basic" since it is not sufficient to cater for successful survival in a modern world. The commissioners of the Koech Report (1999) express the hope that in future:

Basic education in Kenya will comprise pre-school, primary and secondary education where upon it will be accessible to every eligible citizen (GOK, 1999; pg 271).

Opening up more opportunities for education will enhance equity of individuals in the country. This ideal should be pursued relentlessly. Day schools have suffered from a negative reputation due to lack of adequate resources which hinders effective learning and teaching. In central province of Kenya for example, a day school is ascribed the term "Gathukuru" (Kikuyu dismissive term meaning "a little or inconsequential school"). This stigma surrounding the day schools should be overcome since a large proportion of Kenyan secondary school children are learning in the so called "little schools".

It is generally accepted that negative psychological factors affects human motivation. Low motivation levels in turn undermines performance. The belittling of the day school which is shown through derogatory terms (such as Gathukuru) can have negative psychological effects in both teachers and students in this category of schools. This is why the negative societal attitudes towards day
school needs to be addressed and hopefully reversed. This is particularly needful because the day schools have been recommended as the most tenable avenue of secondary school expansion (National Development Plan year 2002-2008). In Thika District for example, out of the 104 public secondary schools, 70 of the lot are day institutions. The T.S.C National Returns of Secondary School Enrolment (May year 2002) indicates that mixed day secondary schools are the most prevalent category of secondary schools in the country.

The key to success in our secondary school education therefore lies in effective management and efficiency of the day school since we have the bulk of our students and teachers in these schools. Problems affecting the management of day schools should therefore be identified and addressed. With the recent introduction of free education, (year 2003) there will be more students graduating from primary schools than ever before. Massive expansion of secondary education is required to meet the imminent immense demand. This need can be met through expansion and improvement of the existing day schools since the prospect of starting boarding schools would be too expensive for the nation.
Efficiency in the provision of education has to do with sound management. Effective management goes a long way to determine the overall success of an institution. Day schools, though ‘easy to manage’ from the outside, do present special challenges which need to be defined and addressed. The crux of the matter is that if quantity and quality education in day secondary schools is not realised, then there may arise greater disparity between those who get access to quality secondary education and those who, as a common cliché puts it, ‘do not make it’

1.3 The Purpose of the study

The purpose of this study was to investigate the challenges faced by headteachers in the management of public day secondary schools in Thika district.

1.4 Objectives of the study

1. To investigate what difficulties principals of District day secondary schools in Thika District are facing in running the institutions.

2. To determine the attitude of students in District day secondary schools towards the day schools.
To give recommendations on improvement in the management of public day schools.

1.5 Research questions

1. What is the calibre of headteachers serving in the Day schools?

2. To what extent are the existing day schools accessible to staff and students?

3. What is the state of staffing in the schools?

4. What is the state of student enrolment in schools?

5. What attitudes do the students depict towards the school?

6. How effective is the curriculum coverage in the schools?

7. Do the day schools have sufficient teaching/learning resources?

8. What is the state of the physical facilities available in day schools?

9. What financial challenges are the headteachers confronted with?

10. What is the nature of relations between the P.T.A, the B.o.G, the local communities and the schools?

11. What attitudes do the principals depict towards their posting in day schools?
1.6 Significance of the study

The study may have the following significance.

- It may help policy makers understand the existing challenges of management of the day secondary schools.
- It may reveal whether day secondary schools in Thika are performing to the expected standard.
- It may increase the data needed to help policy makers in planning on the expansion of secondary schools.
- It may give a challenge to the managers of the existing day secondary schools to improve on their performance.
- It may give pointers to the kind of contribution the day school makes in the local community.
- It may give pointers to the benefits (or otherwise) of establishing more day schools.

1.7 Basic Assumptions of the study

(i) That a substantial population of secondary school students are current learning in District Day Secondary Schools.

(ii) That the respondents to be contacted will freely provide the information as requested.

1.8 Limitations of the study

- The study covered Thika District only due to limitation of time and resources.
The study focussed on public secondary schools only.

Since the respondents were drawn from day secondary schools in Thika District, the facts established only pertained to the situation in the particular District and may not be representative of all similar schools in Kenya.

Only two of the public 70 day schools are purely girls day school and only one is purely boys day school in the district. Schools were therefore not stratified according to sex as 95.7% of them are mixed day. Gender was therefore not taken as a significant issue for sampling procedures.

1.9 DEFINITION OF TERMS

Aided schools  
Schools, which were sustained through government subsidies.

Applied Subject  
Subjects that apply sciences/technical knowledge (e.g. Commerce and Agriculture)

Boda Boda  
Bicycle taxis used in Kenya

Clanism  
Favouritism of ones relatives or clan members
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Boarding schools</td>
<td>Boarding schools whose main student catchment area is a particular district.</td>
</tr>
<tr>
<td>District Day schools</td>
<td>Public Day schools whose main catchment area is the community surrounding the school in the particular district</td>
</tr>
<tr>
<td>&quot;Gathukuru&quot;</td>
<td>A Kikuyu term (dismissive) for a 'low class' school</td>
</tr>
<tr>
<td>Harambee schools</td>
<td>Self-help schools.</td>
</tr>
<tr>
<td>Local community</td>
<td>The community surrounding a given school.</td>
</tr>
<tr>
<td>Matatu</td>
<td>Public Service Commuter Vehicles</td>
</tr>
<tr>
<td>National schools</td>
<td>Public secondary schools (usually boarding) which draw top performers in KCPE from all over the country.</td>
</tr>
<tr>
<td>Principal</td>
<td>Designation for Headteachers of secondary schools in Kenya: used interchangeably with 'headteacher' in the study.</td>
</tr>
<tr>
<td>Provincial schools</td>
<td>Public secondary schools (usually boarding) which draw students from a given Province.</td>
</tr>
<tr>
<td>Unaided schools</td>
<td>Schools which did not receive any support from the government.</td>
</tr>
</tbody>
</table>
CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction
This chapter examines literature that is related either directly or indirectly to the study. The literature review will focus on the provision and importance of secondary school education in other parts of the world. Finally relevant information from the National Development Plans of the Republic of Kenya and the various Commissions of Inquiry on Education (since independence) will be examined. Thereafter, a summary of the literature review will be made.

2.2 A General overview of available literature
In England and Wales, Secondary Education for all children of secondary school age was already a priority by mid twentieth century. Passow (1959) comments that:

In 1900, secondary education for all was a very hazy ideal, something not yet achieved even at the elementary level; in 1944, the doctrine of secondary education for all was accepted by all parties (Passow 1959 pg 19).

In the 1950’s in England the public schools and the General Education system recommended that:
The opportunities of Public school-type education be made available to all children who could profit from it, regardless of parental income (Passow 1959 pg. 16).

In pursuit of secondary education for all in England, the Education Act of 1944 abolished fees in public secondary schools. This was done in a bid to "increase the intellectual force of individuals".

In order to accommodate all children of secondary school age, the Education was further structured into a system referred to as "Tripartism". Schools were then classified under the following categories:

(a) Grammar schools - to cater for children of high intellectual ability.

(b) Technical schools - to cater for children who learnt more effectively through visual and practical approaches.

(c) Modern schools - these offered a good general education on non-specialist lines but with excellent education opportunities.

In both England and Wales, by mid 20th century, secondary education had become a basic requirement for all children of
secondary school age. In 1959, Geoffrey Lloyd, the Minister of Education called for:

"Massive enlargement of educational opportunities at all Levels". Passow 1959, pg. 271.

The massive expansion of education was considered an essential condition for British Leadership (Passaw 1959, pg 271). Passow in the study above noted that there was concern as to whether boarding institutions were suitable for all social classes. He noted:

"the difficulties of poorer boys adjusting to boarding schools, the increased cleavage among social classes, particularly the rich and the poor; the supposed economic and social advantage which accrue to the public school boy, and the lack of understanding of the lives of other classes (Passow 1959 pg 101).

The issue of social class and its impact on secondary school children is also pointed out by Hertling (1971). In his book, Education for the Middle School Years, he notes the great social pressure exerted in secondary school children and the all pervading drive to achieve – This pressure, he noted comes from both parents and society – He notes that children from the lower classes are disadvantaged by the competitive nature of modern society. He asserts that:

Research shows that middle and upper class families seek to instil in
their children a greater motivation to achieve, which is an important factor in their growth. Often children from a lower socio-economic status are sensitive because of their dress, speech or habits which may differ from some of their peers (Hertling; 1971; pg. 32).

Further to the above, the writer points out that due to population explosion, colleges hold that they must be very selective. Therefore, teachers and parents preach continuously about grades and accumulating knowledge so that students can make high scores on the college entrance examinations.

Bradley-M-Sue of Arizona State University (1996) notes that:

"All schools want to be successful. However: "what is success?" or "What is effectiveness?"
Even if a school is considered successful or not at a given time, conditions are constantly changing (Blandly-M-Sue, 1996; pg. 170).

He further points out that:

"The processes employed through management, organisation and leadership principles to foster school improvements can influence results (Blandly-M-Sue, 1996; pg 170)

He also queries as to:

"How does a school using strategic factors such as management, organisational and
leadership efforts ensure continued students and school success? (Blandly-M-Sue 1996 pg 28).

Hoover (1972) notes that as man interacts with his environment, he follows a recognisable pattern of need fulfilment: First he recognises a need or desire to accomplish a given task. This, he further argues, is usually followed with some considerations of the benefits to be derived from goal achievement. If the reward seems worthy of anticipated effort, he proceeds to device a means or method of achieving the goal. This kind of strategising should be applied in the process of educational managements (Hoover, 1972).

2.3 The National Development Plans, Since Independence

At the eve of independence in Kenya and all through the seventies, education was largely perceived to be the panacea far all the problems the young nation was confronted with. The nation was geared up for development and the leaders then had declared war on poverty, ignorance and disease (KANU Manifesto of 1963). Education was seen as the key to success in all sectors. The National Development Plan of 1966-1969 declared that:

Education and national development are so closely related in developing the country that it is almost impossible to speak of one without the other. Schools and colleges are
developing the human resources that will shape the pattern of future national life. The increased availability of educational facilities at all levels will also enhance the potential earning power of our citizens (GOK, 1966; pg. 305).

At this time it was envisaged that as the development of the nation proceeded, incomes would be improved and resources would be more effectively used. It was hoped that the expected national growth would also:

"provide more resources for the further expansion of educational opportunities (GOK, 1966; pg. 305)."

Education, in these early days was seen more as an economic than a social service.

The second Development Plan (1970-1974) was equally full of enthusiasm and hope. At this time, the country's vision was to expand enrolment at all levels to meet social and economic needs of society for its general development (GOK, 1970; pg 456). The government was using a lot of money to fund education at this time. Yet demand for education was hardly satisfied. At this time, communities started coming up with 'Harambee' schools (then referred to as unaided schools). The pressure for post-primary
education was increasing annually. This was particularly so because many primary school leavers were too young for employment. It was therefore found necessary to continue the expansion programme of secondary education within the planned period (GOK, 1970; pg. 457).

By 1968, the total enrolment of students in Harambee schools very nearly equalled total enrolment in maintained and assisted schools. The joint effort in the expansion of secondary education (i.e. from the government and the communities) eventually culminated in saturations of the labour market. The Education offered in the schools was rather academic oriented and geared towards the attainment of "white collar jobs". This in turn lead to "rural urban migration".

At the same time, Harambee schools were still on the rise and the government saw the need to subsidise the communities’ effort through the Harambee Package:. It was planned that:

In 1975 – The government to institute a scheme of aid to the Harambee secondary schools entitled "Harambee Package Programme (GOK, 1974; pg. 404.).

There was a plan for the government to accord government aid to fifty schools per year. The pressure for secondary education grew
unabated to the late seventies. By the time the 4th development plan was written (1979 –1983), it was expected that the Africans would meet 95% of high and middle level manpower requirements.

A major burden that manifested itself quite early was the issue of the high cost demanded by secondary education. This is precisely what made communities to ‘plan ahead’ of the government by starting the unaided schools to meet the need which the government did not have the capacity to meet. This issue is pointed out in the 6th Development Plan (1984-88). The plan stated that:

Government spending on formal education rose from K£ 6 million in 1963 to K£ 194 million - a rise from 18% of the national recurrent budget to around 30% in 1983 (GOK, 1984; pg 148).

Due to the economic constraints, the government deliberately shifted more of the burden of school expansion to the communities and the parents. This is explicitly put in the 5th Development Plan (1984-88).

According to the government report:

"The increase in demand for secondary education places is expected to be met by Harambee and private schools while the development of physical facilities and boarding costs will be the responsibility of local communities and parents" (GOK, 1984; pg 151).
In the 8th Development Plan (1997-2001), the government plainly owned up that its scarce resources could not support unrestricted expansion of the education system without “having an adverse effect on its quality”. It was also argued that the available resources might be used for programmes that directly or indirectly created jobs and training opportunities after the formal education system. This has been the government’s stand to this very day. By the mid 90’s, the government policy was to provide teaching staff and administrators while the parents and communities paid the rest of the bills in all schools.

Currently, secondary schools in Kenya are divided into only two broad categories i.e.

(i) Public secondary schools.

(ii) Private secondary schools.

Since the expansion of secondary schools was still important by the turn of the century (year 2001). The government strengthened its strategy on the issue of cost and expansion. It was planned that:

“Enrollment at secondary school level will be boosted by reducing the cost of education and shifting subsidies away from the richest segments of the population to the poor. This will involve the
removal of boarding subsidies not directly related to education. (GOK, 1997; pg 137).

It was further decided that government support would be shifted away from the school to the individual student. In the current Development Plan (2002 – 2008) this stand is further strengthened. It is stated that:

During the planned period, priority attention will be given to improving access, quality, relevance, and management of secondary education (GOK, 2002; pg 57).

According to the plan, the following strategies will be employed towards achieving the laid out goals.

- Review and strengthen the implementation of bursary scheme.
- Encourage the establishment of more day secondary schools.
- Enhance the teaching of English, Science and Mathematics.
- Enhance school inspection and audit services.
- Review the Education Act so as to streamline secondary school management.
- Encourage private sector participation in provision of education.
- Expand and rehabilitate existing secondary schools.
2.4 The Government Commissions of Inquiry on Education

The education system in Kenya has been under constant government review since Kenya attained independence in 1963. The Ominde Commission (1964) pointed out that the need for expansion of secondary education as already pointed out. Even that early, it was foreseen that the expansion would be more practicable in the Day Secondary Schools. The Ndegwa Commission (1971) pointed out that:

"The rapid expansion of the secondary schools system has been an important future of government educational programme since independence (GOK, 1971; pg. 15)."

According to the report, the number of students receiving secondary education had more than doubled between 1964-1971. The high demand for secondary education was still however not satisfied.

Due to the great need for secondary education, Harambee schools were built in great numbers. By 1971, they were more in number than government schools and formed an integral part of the education system. The commissioners pointed out that secondary education helps the government to meet needs for both middle and
high-level manpower. When this manpower needs are not met, the commissioners pointed out that:

"National economic development is retarded and continued assistance by overseas donors will be necessary (GOK, 1971; pg 152).

The commissioners pointed out that the many Harambee schools which had come up were poorly planned. According to the commissioners:

It was not planned rationally on a national basis and the success or failure of each venture depended on the financial resources of the community concerned" (GOK, 1971; pg. 155).

The recommendation of the commissioners was that the government should assist the communities in proper planning of school expansion to ensure quality learning.

The Report of the National Committee on Educational Objectives and Policies (Gachathi Committee 1976) pointed out the achievement education planners had made within the 1st 10 years of independence. These were:

- Breaking away from restrictions to broad expansion at all levels.
- Rapid expansion at all levels.
- Rapid expansion of educational opportunities at primary and secondary schools in the rural areas.
- Producing more teachers to man the educational system.
- Facilitating national unity.
- The government had also offered free education after the 'O' levels.

The 'problem' of Harambee schools was pointed out again as a thorny issue. For one, the committee noted that schools of this calibre were poorly staffed and ill equipped and thus concentrated on art subjects.

It was recommended that the Harambee schools be integrated into the national education system. This was done with a view to:

improving the quality of education offered there (GOK, 1976; pg XVIII).

The committee commended the communities for their role in secondary school expansion but warned that:

"unless this effort is adequately guided, controlled and supported, it is likely to constitute a major waste of national resources. In the long run, there is going to be vicious accumulation of social frustration which might cost the country more
heavily to correct at a later date (GOK, 1976; XVIII).

The commission recommended that the government improve on the "Harambee Package". It was also felt that since many primary school children did not get access to secondary education, primary education be extended to 9 years whereby the last two years of primary education would actually constitute junior secondary education. However, this recommendation was not honoured. Two main recommendations were made concerning Harambee schools. These were:

1) To integrate harambee secondary schools into the National education system.

2) To advise, guide and control the development of harambee schools with particular reference to better utilisation of physical facilities by providing for genuine manpower needs and provision of help by school supervisory services (GOK; 1976).

The great expansion of secondary education brought about the need to establish a second university in a bid to broaden access to university education. Hence a commission on the second
University was launched in 1981 (i.e. The Mackay Commission).

The commissioners declared that:

"Although Kenya's Economy is currently predominantly agricultural, the country is now entering a period when its economy will have to be more diversified, and in all probability will be more complicated, sophisticated and competitive (GOK, 1981; pg. 2).

It was felt that due to the rise in population, the educational spectrum should be broadened and made economically relevant at all levels.

The Kamunge Report (1988) went on to emphasize the need for relevant education with a focus to rural development. The commissioners asserted that:

The translation of national philosophy into educational philosophy is, therefore, realised through an education and training system that develops an egalitarian society by availing equal educational opportunities to every Kenyan regardless of race, sex, or creed. Education and training creates awareness in cultural, social, economic and political values and also aims at developing an individual who is committed to national, political and democratic values and the creation of a nation united in purpose (GOK, 1988; pg 10).
The committee emphasised that secondary education is very important as it formed the second cycle of the system of education and the transmission stage between elementary stage and higher education. The committee appreciated the role played by parents and communities to maintain and expand quality and relevance in secondary education.

The committee recommended the expansion of the Day School:

"The working party however, notes that day schools are cheaper to develop and maintain and therefore proposes that communities and parents should be encouraged to develop day secondary schools and to provide them with adequate facilities (GOK, 1988; pg 28).

It was viewed that the establishment of such day schools is a more cost-effective way of promoting expansion of secondary education.

The committee further recommended that Day schools be established within reasonable walking distance and far as possible developed on the precincts of the existing primary schools in order to share common facilities.

In order to achieve quality and relevance in the provision of education, it was recommended that Harambee schools be provided
with appropriate physical facilities and equipment to improve quality and relevance of teaching and learning (GOK, 1988; pg. 29).

The committee also pointed out that since parents, communities and the government were already in partnership in provision of secondary education, the terms Harambee, maintained or assisted be done away with. Instead it was recommended that:

Secondary schools which are developed, equipped and provided with staff from public funds by government, parents and communities be designated public schools (GOK, 1988; pg 20)

It was further recommended that the government should continue to provide Educational Administration and professional services which included educational administrators, supervisors and other professional personnel, development of the curriculum and the management of examinations. This was crucial in the maintenance of quality and high standards and therefore was to be shouldered by the government.

2.5 Summary and Conclusions

Both the National Development Plans and the Reports of the various commissions of Inquiry on Education in Kenya reveal important facts on the management of expansion of secondary schools in Kenya.
Firstly, from the onset of independence, expansion of secondary education was pursued aggressively by both government and communities. The government, however, was too burdened by other concerns to keep pace with the demand. As a “stop gap” measure, communities pooled their resources to build numerous unaided (Harambee) secondary schools. By 1971, the unaided schools were more in number than the government maintained ones.

Despite their great zeal for expansion of secondary schools, the communities were not able to provide sufficient teaching/learning resources. The learning of science education particularly suffered due to this lack. The government was also slow in provision of trained staff for the community-initiated schools.

By the late 1990’s, the government changed policy and stopped subsidising boarding costs and instead decided to supply teachers and administrators for all schools. This implied that all former ‘Harambee’ schools were taken up by the government. The emphasis was shifted away from the particular schools to the individual child. This implied that fees for boarding school had to go up of a necessity. It was resolved that the government would only provide teachers, administrators, inspectors and provide for the
examination machinery. All other costs in both boarding and day institutions were to be shouldered by parents and the communities.

The National Development Plans and the Commissions of Inquiry on Education recommended the expansion of day schools as they were more affordable than boarding ones. On the ground, enrolment in day schools had shot up steadily while that in boarding schools had been much slower.

In other parts of the world, secondary education had been given great emphasis. For example, a study conducted in England and Wales (Passow, A.H. 1959) revealed that secondary education was made compulsory for all in England and Wales in mid 19th century.

Other studies based in the United States outline the importance of secondary education in the competitive world we live in. This is highlighted by Hertling (1971) who draws attention to the pressure for success in secondary education.

In conclusion, secondary education is of paramount importance all over the world. Secondary school learners are in the formative years of life where they are being moulded to suit into various roles in the society. It is in the educational front that an effective human
resource base is developed by all nations. Secondary school students can be regarded as 'prime' clients in preparation for the labour market. Careful management of the secondary school is therefore imperative as it impacts not only on the immediate learning environment but also on the future of a people.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter will outline the procedures to be used in the study. This will include the locale, the target population, sample and sampling procedures, data collection and data analysis.

3.2 Research Design

The descriptive survey design was used in the study. The design has portrayed the status quo of the existing Public District Day Secondary Schools in Thika District. According to Wiersma (1985), this kind of design is concerned with gathering facts and obtaining pertinent precise information concerning the current status of phenomenon and whenever possible, making conclusion from the facts discovered. It is concerned with generalised statistics that result when data is abstracted from a number of individual cases (Lovell and Lawson, 1970).

The simple survey design was found appropriate for this study because it helped obtain information regarding the challenges that were faced in the management of District Day Secondary Schools in Thika District.
3.3 The Locale

This study was undertaken in Thika District, Central Province of the Republic of Kenya. The district was divided into 5 divisions for both educational and administrative purposes. These were

- Thika/Ruiru division
- Gatundu division
- Kamwangi division
- Gatanga division
- Kakuzi division

There were 104 registered public secondary schools in Thika district by September year 2002. The table below outlines the number of secondary schools in the district according to their various categories.
### Table 3.1: Public Secondary Schools in Thika District

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of National schools</th>
<th>No. of provincial schools</th>
<th>No. of district boarding schools</th>
<th>No. of district day schools</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thika/Ruiru</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>Gatundu</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Gatanga</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Kamwangi</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Kakuzi</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Totals</td>
<td>4</td>
<td>9</td>
<td>15</td>
<td>6</td>
<td>104</td>
</tr>
</tbody>
</table>

**Source: D.E.O’s office Thika**

The first four divisions in the table above (i.e. Thika/Ruiru, Gatundu, Gatanga and Kamwangi) are densely populated. Thika town is a municipality and has quite a number of industries. Gatundu, Gatanga and Kamwangi are mainly agricultural areas. Tea, coffee and pineapples are the chief cash crops grown in the district. Kakuzi is largely dry and has a sparse population and hence has fewer schools as indicated in the table above.
3.4 The study population

The study involved all the Public Day Secondary Schools in the 5 divisions. These were seventy in number and they were distributed as illustrated in table 3.2.

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of district day schools</th>
<th>No. of teachers in the schools</th>
<th>No. of students in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thika/Ruiru</td>
<td>10</td>
<td>136</td>
<td>1751</td>
</tr>
<tr>
<td>Gatundu</td>
<td>20</td>
<td>242</td>
<td>3516</td>
</tr>
<tr>
<td>Gatanga</td>
<td>20</td>
<td>211</td>
<td>3025</td>
</tr>
<tr>
<td>Kamwangi</td>
<td>16</td>
<td>224</td>
<td>3696</td>
</tr>
<tr>
<td>Kakuzi</td>
<td>4</td>
<td>22</td>
<td>366</td>
</tr>
<tr>
<td>Totals</td>
<td>70</td>
<td>835</td>
<td>12354</td>
</tr>
</tbody>
</table>

Source: District Education Office – Thika District Sep. 2002

3.5 Sample and Sampling Procedures

Slavin (1984) observed that a study can be carried out from a carefully selected sample to represent an entire population. A sample of 20% of the total population is considered a good representation. Moreover, the more a sample size approaches the population size,
the more representative it is. In this study, 25% of the 70 Public District Day Secondary schools in Thika were taken. This percentage constituted 18 schools. The 25% of District Day Secondary Schools in each division were determined through stratified sampling as indicated in table 3.3.

Table 3.3: Number of schools constituting the sample

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of district day schools</th>
<th>No. of schools constituting the sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thika/Ruiru</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Gatundu</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Gatanga</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Kamwangi</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Kakuzi</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>70</td>
<td>18</td>
</tr>
</tbody>
</table>

Proportionate stratified sampling, using the balloting method, was used to pick the proportionate number of schools in each strata.

3.6 Research Instruments

Three instruments were used to collect data in this study. These were:
i. The Principals’ Questionnaire

ii. Form II Students’ Questionnaire

iii. Observation Schedule.

**The Principals Questionnaire**

The principals questionnaire had 46 questions that covered the following areas: Background information on the principal, school accessibility, student enrolment, staffing issues, curriculum challenges, availability of resources and facilities, financial challenges, PTA /BOG’s /community relations and the principals attitude towards day school.

**The Form II Students Questionnaire**

The Form II Student Questionnaire had 10 questions. These questions sought to investigate the following: Why students enrolled in day school, challenges of school accessibility and students’ attitudes towards day schools.

**Observation Schedules**

The observation schedules were filled in by the researcher during personal school visits. These schedules covered the following areas: The classrooms, the laboratories, staffrooms/offices, libraries,
ongoing physical development, playing fields, school accessibility, economic activities in areas surrounding the schools, student discipline and the general school layout.

3.7 Data collection procedures

The researcher obtained permission from the D.E.O Thika to carry out the research in all the public day secondary schools in the District. The questionnaires were personally issued to the principals at the D.E.O office in Thika. The researcher thereafter visited the 18 schools in the sample to collect the completed questionnaires and to complete the observation schedules.

3.8 Methods of Data Analysis

After data collection, all the completed questionnaires were organised according to given responses. Simple descriptive statistics were used in the analysis of the data provided. The responses were then categorized according to percentages for interpretation.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The purpose of this study was to investigate the challenges faced in the management of public day secondary schools in Thika District.

Three instruments were used for data collection. This included the Principals' Questionnaire, the Form II Questionnaire and an Observation Schedule. The respondents included 18 headteacher's and 325 form II students from 18 public day secondary schools in the district.

In this chapter, the data that were collected are presented focusing on the following:

1) Background information of the principals.

2) Challenges Regarding General School Management.

3) Curriculum challenges.

4) Availability of resources/ Facilities.

5) Financial challenges.

6) The PTA/B.O.G's/community relations.

7) The principals attitudes' towards day school.
4.2. Background information on the principals

A total of 18 (100%) principals responded to the principal's questionnaire. It was established that 13 (72%) of them were male while 5 (28%) were female. Fourteen (77.7%) were between 36-50 years of age. Thirteen (72%) had served in their respective schools for four years and above. This information indicate that there has been relative stability in the administration of the schools due to the continuity reflected.

Fifteen (83.3%) of the principals were in Job group 'M' (i.e. Senior Graduate Approved Teacher) while 3 (26.7%) were in job group 'L' (i.e. Graduate Approved Teacher 1). From year 2002, the Ministry of Education resolved to upgrade all principals to job group 'M'. By the time the survey was carried out, 3 (26.7%) of the principals had not yet been upgraded to this level. Failure on the government part to implement this upgrading for all principals was bound to cause discouragement for those left out.

4.3 Challenges Regarding General School Management

This part of the chapter will analyse the general challenges the headteachers face in running their schools. The information provided was obtained from data gathered from the principals Questionnaire,
the Form II Student Questionnaire as well as the observations that were made during the school visits. Although no questionnaire was used to obtain data from the teachers, the principals provided information on the teachers that was relevant to the study. The challenges analysed will include accessibility to the schools, staffing needs, teacher motivation levels, student enrolment, factors affecting enrolment, students' attitudes towards day schools and the areas students wanted the schools to improve on in order to enhance performance in the schools.

4.3.1 Accessibility of the schools

The accessibility of the work place is usually an important issue in management. Poor accessibility usually leads to time wasting and other inconveniences. This factor was considered in this study as it is normally viewed as a major challenge in day school management. It was gathered that the principals, teachers and the students experience considerable difficulties in accessing their schools.

Five (27.8%) principals reported that they normally get to their stations on foot as there is no direct public transport and they have no private vehicles. Seven (38.9%) of the principals rely on public transport. Only 6 (38.9%) of the principals used private vehicles.
Two (25%) of the principals who used public transport indicated that this means of transport was unreliable. During the field visits, the study established that only 8(45%) of the schools were easily accessed through public transport. Three (17%) of the schools had fair accessibility while 7(38%) were hard to access.

Some schools had serious difficulties in accessibility. For example, one school in Ruiru was situated 6km from the main road and teachers had to be ferried to work on 'boda boda' (bicycle taxis). Yet another school in Gatanga was situated 5km from the main road and teachers had to walk for at least 1 hour to get to work. Four (22.2%) of the schools were accessed through dirt roads which were unusable by vehicles during the rainy seasons.

Fifteen (83.3%) of the schools in the study were situated in the rural areas. Insecurity and lack of proper housing in these areas forced the principals and teachers to seek for accommodation in the nearest towns/shopping centres. These teachers were then faced with difficulties when commuting to and from work. Seven (38.8%) of the schools are at least 10 kilometres from the nearest towns. Eleven of the schools were more than 10 kilometres from the nearest town/shopping centers. The principals spent considerable lengths of
time commuting to their stations. Nine (50%) of them indicated that they were able to reach school from their residence within 20 minutes. However, the other 9 (50%) needed up to one hour (or more) to get to their stations. The principals indicated that the teaching staff in their schools were faced with similar difficulties in accessing the stations.

Eleven (68.7%) principals indicated that only few of the teachers "lived within easy access" to the schools. Nine (47%) principals indicated that their teachers often reported to work late and made sure to leave early so as to get transport. Eight (42%) of the principals reported that teachers in their schools have very limited contact with students outside lesson time due to the challenges mentioned above. Limitations of time are bound to make it difficult for teachers to assist weak students who would normally benefit from remedial teaching outside official lesson time.

The students in the study also complained of hardships in accessing their schools. The table below illustrates the time needed by students in the study to get to school.
Table 4.1: Time needed by students to reach school

<table>
<thead>
<tr>
<th>Time needed</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 20 minutes</td>
<td>63</td>
<td>21.2</td>
</tr>
<tr>
<td>21-40 minutes</td>
<td>98</td>
<td>33.0</td>
</tr>
<tr>
<td>41-60 minutes</td>
<td>77</td>
<td>25.9</td>
</tr>
<tr>
<td>61 min and above</td>
<td>59</td>
<td>19.9</td>
</tr>
<tr>
<td>Total</td>
<td>297</td>
<td>100</td>
</tr>
</tbody>
</table>

This data shows that most students in day school spend a considerable length of time commuting to and from school. A total of 165 (56.2%) of the students complained that walking to and from school caused fatigue. Students who relied on public transport complained that they were usually harassed by matatu touts while commuting. The fatigue and distractions encountered on the way to school affected students concentration in their studies. This was bound to have a negative effect on performance.

Another challenge that was mentioned by both principals and students was accessing the schools during the rainy season. Students got rained on while on their way to and from school. This caused much discomfort. Also when the dirt roads leading to 4 (22.2%) of the schools got unusable by vehicles during the rains,
the Principals and teachers were forced to walk for long distances thus getting to work late.

The inconveniences caused by poor accessibility, the rains and unreliable public transport resulted in delay of school programmes in day schools. The difficulties faced in accessing the schools made it hard for teachers to start lessons in time. School assemblies were also sometimes delayed. The time lost due to these inconveniences consumed some of the time needed to cover the syllabus and this contributed in bringing down the schools overall performance. In two (11.2%) schools, students actually complained that teachers reported to work looking tired and that they were often late. This is one challenge that headteachers cannot easily control because they were prone to the same problems.

4.3.2 Staffing needs

Shortfalls

Fifteen (83%) of the principals indicated that they had staff shortfalls in their schools. A total of 20 (twenty) teachers were missing in the 15 (83%) schools that reflected staff shortage. Table 4.2 below illustrates the areas affected by the shortfalls.
According to the data supplied, the areas that are worst hit by the shortfalls are mathematics and the sciences, the languages, and the "Applied subjects". The humanities are also understaffed but to a lesser degree.

In 1998, the government put a freeze on teacher employment arguing that there were already too many teachers and the government was spending a lot of money on education making other needs suffer. A limited number of teachers have been recruited from year 2000 to minimise the shortfalls in languages, mathematics and sciences. This, apparently has not met the staffing needs. The freeze on teacher recruitment implies that when teachers leave the profession through change of job or natural attrition, they are not effectively replaced. Also, when new public schools are opened or

<table>
<thead>
<tr>
<th>Subject cluster</th>
<th>Shortfall</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths/Physics/ Chemistry /Biology</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>English/Kiswahili</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Agriculture/business education</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>CRE/History / Geography</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
old ones expanded it becomes impracticable to meet the staff requirements.

The MOEST had undertaken a staff balancing exercise (between year 2002 and 2003) aimed to transfer teachers from over-staffed schools to understaffed ones. This effort too had not met the staffing needs. The schools faced with the shortfalls were forced to employ BOG teachers to meet their needs. This had resulted in draining resources thus slowing down the schools physical development. The burden of paying teachers salaries also made it hard for the schools to afford sufficient teaching and learning materials. It can be argued that the government had failed in its cost-sharing policy because the policy guidelines are that parents and local communities provide the physical facilities, the teaching and learning materials, boarding facilities (or feeding programmes in case of day schools) and salaries for the support staff. The government responsibility was meant to provide the teachers, administrators, curriculum developers and examination administration.

Eleven (61.1%) of the schools in the survey were between 5 (five) and 7 (seven) years old. These schools are therefore relatively young and still in the process of getting established. Having to employ BOG
teachers is bound to be quite burdensome for these particular schools.

4.3.4 Teachers' motivation levels

The principals were asked to give their views on levels of motivation among teachers in their schools. Thirteen (76.5%) of them indicated their teachers were "fairly motivated". Four (23.5%) of the principals indicated their teachers seemed "poorly motivated". None of the principals indicated that their teachers were "highly motivated".

The principals were then asked to indicate factors which negatively affected teacher motivation in their schools. Eleven (61%) principals responded to this question. They identified factors that lead to poor teacher motivation in day schools as follows;

- Lack of commitment to hard work on part of the students.
- The majority of students who are admitted in day schools had performed poorly in K.C.P.E.
- Some of the students were slow learners and therefore hard to teach.
- Lack of adequate teaching/learning resources and poor accessibility of the schools.
- Lack of staff houses.
The "fair" and "low" motivation levels that principals observe in their teachers are bound to affect their performance negatively. In human psychology, it is an established fact that when workers or people in general are not adequately motivated, their performance is adversely affected. It can therefore be reasoned that the low levels of motivation depicted by some teachers in day schools negatively affected their performance.

4.3.4 Student Enrolment

Ten (55.6%) of the schools in the study were single-streamed. Seven (38.9%) were double streamed while only one (5.5%) was triple streamed. Table below 4.3 below illustrates enrolment in the schools.

Table 4.3: Students enrolment

<table>
<thead>
<tr>
<th>No of students</th>
<th>No of schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-120</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>121-160</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>161-200</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>201-240</td>
<td>5</td>
<td>27.7</td>
</tr>
<tr>
<td>241-280</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>281-320</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>321-360</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>361-400</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>401-440</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
According to table 4.3, four (22.2%) of the schools have 120 students and below. In the next interval, two (11.1%) schools have between 121-160 students. The two schools in this particular interval had 130 and 140 students respectively. This data therefore reveals that 6 (33.3) of the schools in the sample are under enrolled by single stream standards: The MOEST stipulates that single stream schools should have at least 160 students'. Moreover, in year 2003, the MOEST had recommended that existing schools be expanded to at least 3 streams to create more spaces for students leaving the primary schools. Only 22% of the secondary school age children (14-18yrs) had enrolled in existing secondary schools. (MOEST; 2003). By year 2003, 50% of the boys who left primary school were expected to join secondary school and 49% of girls leaving primary school were expected to join form one places. It had however been noted that there were still many children who never joined primary school or who dropped out before completing the primary school course. With introduction of free primary education (year 2003), it was expected that more students would reach standard eight and would need places in secondary school. Hopefully, parents could also save up money they would have ordinarily used on primary school education to take their children to secondary school.
These are the factors that have prompted the MOEST to advocate for secondary school expansion. According to the (2003) MOEST recommendations, the 17(94.4%) schools in this sample that are either double or single stream do not meet the expected standards and therefore needed to be expanded. It is the onus of the headteachers therefore to "market" and expand their schools so as to meet government recommendations.

4.3.5 Factors influencing enrolment

Fifteen (83.3%) of the principals indicated that students normally enrolled in day schools because the fees charged in this category of schools is affordable. Day secondary schools in Thika district charge between sh10,000 and sh14,000 per year. Those day schools charging sh14,000 offered tea and lunch to students while those charging sh10,000 did not. Boarding schools in the district charge between sh28,000 and sh30,000. Some boarding schools were reputed to have "hidden costs" and to even charge well above sh30,000 per year. This was beyond the reach of poor parents. It is also worthwhile noting that joining boarding school is not strictly determined by whatever grades a student attains at K.C.P.E: Wealthy parents whose children miss admission to government boarding schools can choose to take them to private ones if they so
desired. For poor parents however, the day school was normally the viable option unless one was lucky to get sponsorship.

It was doubtful whether the 68(20.9%) students who indicated that they joined day school due to the schools they joined "having good performance" were being sincere. The study revealed that 17(94.4%) of the schools attained a mean grade of "D" in three years running (i.e. year 2000-2002). The 40(12.3%) students who admit that they joined day school because of missing places in boarding school imply that they missed places in public boarding schools. In conclusion of this matter, it can be observed that for the majority of the students, day school was not the 'ideal' choice but rather a 'forced' option which was dictated by financial ability of their parents.

Principals of the days schools thus had a challenge in that they enrolled students who were not eager to join day schools. They had the task to win student confidence and to assure them that it was possible to achieve academic success even in day schools. Also, despite being faced with financial difficulties (since they mainly admitted students from lower social cadres) it was their
responsibility to retain the students already admitted to prevent their schools from dwindling out all together.

4.3.6 Students' attitude towards day school

To gauge their attitudes towards day school, the students were asked what they would do if offered an opportunity to transfer to boarding schools. A total of 169(52%) of them indicated that they "would be happy to take up the offer". However, 135 (41.5%) students indicated that they preferred to remain in day school and gave the following reasons for their preference.

- Their parents could not afford fees in boarding school.
- They loved being at home because of the comfort, security and freedom the home environment offered.
- They feared boarding schools because of the tragic accidents such as fires in dormitories which they had heard occurred in boarding schools.
- They feared adjusting to new environments and hostile students in boarding school.

The 169(52%) of the students who indicated that they would be happy to transfer to boarding schools gave the following reasons for their preference.
• They felt that in boarding school, they would have more time to study and hence would perform better.

• They felt that the living conditions, the facilities and the overall school performance was better in boarding schools than in day schools.

• They felt that boarding schools offered better overall exposure than day schools.

• Some students said they hated living at home because of having tensions in their families. They wished to be away in boarding school where they felt they could concentrate better on their studies away from family problems.

Interestingly, the views expressed by students who wished to transfer to boarding schools were also reflected by at least one notable educationist in the District: During the Thika District prize giving day held on 29th May 2003, Professor Henry M. Thairu, (Deputy Vice-Chancellor, Jomo Kenyatta University of Agriculture and Technology) who was the guest of honour made the following remarks in his speech:

While Thika District took the third position at K.C.S.E in Central Province(year 2003), there is need to consider putting up boarding facilities in most schools in the District as most of them operate as day schools. This situation does not give students ample time to study, thus leading
to poor performance. (Key note address given on 29 May 2003 during Thika District Education day, pg. 7).

4.3.7 Areas students want improved in day schools

To make further investigations on students' attitudes towards day school, the student respondents were asked to indicate the areas they wanted their schools to improve on in order to attain better performance. The respondents were provided with 8 (eight) areas and asked to tick 5(five) which they felt their schools should improve on in order to attain better performance. Their responses are illustrated in Fig. 4.1 below:
Figure 4.1 Areas Students Want Improved

Key
1. Student diligence
2. Ban on vernacular speaking
3. Discipline
4. Fees payment
5. Textbook acquisition
6. Truancy
7. Teacher diligence
8. Laboratory practicals
According to the students' views, weaknesses in the areas above made day schools to perform poorly. The students concur with the sentiments expressed by the principals that teachers are unhappy with: A total of 311 (95.7%) students indicate that students in their school need to work harder. According to the students, the weakest area in their schools was lack of diligence on part of the students. It is rather ironic that students admit they do not work hard enough and yet they have high aspirations. For example, the study revealed that a total of 281 (86.4%) of the students hope to attain grade B- and above in their K.C.S.E. This optimism is very typical of young people and they need guidance and support if they are to realise their goals.

Vernacular speaking was pointed out by 251 (77.2%) students as the next area of serious weakness. Communication skills are the key to success in any academic endeavour. Vernacular speaking is bound to hamper students progress in that all textbooks (except those meant specifically for other languages) in the Kenyan system of education are in English. All examinations are also set and marked in English. Language skills are acquired through practice. The rampant use of vernacular among day school students is bound to be detrimental to their academic success.
The third area students wanted improved in their schools was discipline. Day school students are more exposed to the communities surrounding the schools. They also enjoy more freedom than students in boarding school since they are only under teacher surveillance during the ten or so hours (7am to 5pm) when they are in school for five days in a week.

It is therefore possible that students can pick negative behaviour trends from the local community. Ten (55.5%) of the principals indicated that the degree of social evils in areas surrounding their schools was "high". Naturally, this is bound to have a spill over effect on students discipline.

The fourth area students wanted improved on was fees payment. A total of 216(66%) of the students want their parents to pay fees in time. Delay in fees payment results in students been sent home for fees. Due to this, the affected students wasted valuable learning time.

The fifth area of weakness was textbook provision. A total of 207(63.7%) of the students wanted their schools to buy more
textbooks. Without adequate textbooks, it is definitely hard for the learners to study effectively.

The sixth area students wanted improved on was truancy. A total of 164 (50.1%) of the students indicate that students should avoid absenteeism. This, no doubt, is another factor which leads to wastage of learning opportunities for those affected. Day school students are faced with various distractions outside school which leads to absenteeism.

The seventh area of weakness is teacher diligence. A total of 147 (45.2%) students feel their teachers should work harder. This observation concurs with the principals who indicate that the teachers depict either "fair" or "low" motivation levels. Lack of motivation on part of the teachers were bound to affect their commitment to work.

Lastly 104 (32%) of the students would like to have more laboratory practicals. This proportion of students is quite significant. It reveals that in the day schools, the learners are not exposed to sufficient practicals in the laboratories. From year 2001, the MOEST directed all secondary schools to teach pure sciences as opposed to physical
sciences. Previously, day schools were reputed to only offer physical sciences due to lack of resources. This is no longer permitted. Pure sciences have a stronger emphasis on practicals and to succeed in these subjects, more laboratory practicals should be carried out. Moreover, the K.N.E.C regulations for K.C.S.E are that all students should do at least two science subjects. The students who complained that they did not have enough laboratory practicals have therefore identified a very important need.

In view of all the weaknesses that students identify in their schools, it is therefore not surprising that a total of 169(52%) of them indicated that they would be happy to transfer to boarding school. They pointed out (and perhaps rightly so) that they would perform better if given an opportunity to be in boarding schools because boarding institutions are reputed to be better endowed with teaching/learning resources and facilities.

4.4 Curriculum Challenges

In this section, the data on curriculum implementation was analysed. This included syllabus coverage, actual performance in K.C.S.E in the last 3 years (2000-2002) and students aspirations for K.C.S.E.
4.4.1 Syllabus coverage

The study sought to find out whether the students/teachers usually managed to cover the syllabus before students sat for their K.C.S.E. A total of 14 (82.4%) principals indicated that in their schools, the syllabus was not covered effectively by the time students did the K.C.S.E. They further explained that failure to cover the syllabus on schedule was caused by the following factors:

- The day schools normally admitted students who had been left out by the National, Provincial and District Boarding Schools. They pointed out that the lot admitted in District Day schools are those that scored low marks in K.C.P.E. They further argued that this lot of students was mainly composed of ‘slow learners’ who needed more time to cover the syllabus than students in the "higher" category of schools.

- Six (22.2%) principals reported that absenteeism due to fees default led to time wasting and poor syllabus coverage.

- Five (18.6%) principals pointed out that the 8-4-4 syllabuses was too wide to cover within the given time limit. In day schools, time limit was seen as a crucial factor because the teacher/student contact is normally limited to official lesson time.
Failure to cover the syllabus in time no doubt affected students performance. This is because when questions are set from topics not effectively covered, this is bound to lead to poor performance.

4.3.2 Performance in KCSE in the schools

The principals were asked to indicate the mean grade scored in their schools in the previous 3 years (2000-2002). The data gathered is presented in table 4.4 below.

Table 4. 4: K.C.S.E Mean Grades between year 2000-2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean grade</th>
<th>No of schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>C-</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>12</td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>2001</td>
<td>D+</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>2002</td>
<td>D+</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>10</td>
<td>55.5</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

From this data, it can be observed that 17(94.4%) the schools in the sample obtained average grades ranging from D+ to D- over the previous 3 years. It is only in year 2000 that one of the schools in the sample scored a mean grade of C-. The overall mean grade for
the 18(100%) schools in the sample over the last three years is presented in the bar graph below.

**Figure 4.2: Overall Mean Grades Between year 2000 - 2002**

Mean grades for K.C.S.E are normally measured on a 12-point scale with the lowest grade (E) being valued at 1 point and the highest grade (A) be valued at 12 points. The data above indicates that
performance in all the 18 schools in the sample has been very low over the previous 3 years.

Over the 3 years in question, the whole district scored a constant mean grade of D+. Since the district has 70 public day secondary schools as compared to the 34 either purely boarding or boarding/day secondary schools, then it can be deduced that the low mean grades scored in the day schools lowered the mean grade for the entire district.

Data from the D.E.O's office in Thika reveals that the results realised in day schools over the previous 3 years compared poorly with those realised in National, Provincial and (some) District Boarding schools within the district. For example, Mang'u High School, a National School in the district scored an overall mean of B+ for the consecutive years above. Maryhill High School, a girls National secondary school in the district scored an overall grade of B- for the years above. St Francis Mang'u, a Provincial Girls School in Thika scored an overall mean of C+ over the years mentioned above. Ithanga secondary school, a District Boarding School scored an overall mean of C between year 2000 and 2002. Other district boarding schools in Thika that performed much better than the day
schools in the sample over the previous three years were Mururia, Ituru, Kairi and Muthiga Secondary Schools. It was only in the district day schools where an overall mean grade of 'D' was the norm.

The headteachers in the day schools are therefore faced with the challenge to raise their mean score. Registering low mean grades lowers the school's popularity and renders the schools prone to social stigma. The K.N.E.C usually releases a yearly merit list for all schools in the country according to mean grades scored in K.C.S.E. The provinces and the District similarly work out their merit list from the K.N.E.C reports. Parents and students are thus put at a vantage in school selection. Those who join the low performing schools due to being forced by financial constraints do so grudgingly and with low morale right from the beginning. It is the onus of the headteachers in day schools to address this challenge because success or failure of any school is usually attributed to the principals competence (or lack of it).
4.4.3 Students aspiration for K.C.S.E

The form II students were asked to indicate the grades they hoped to obtain in year 2005 when they sit for their K.C.S.E. Table 4.5 below illustrates their aspirations:

Table 4. 5: Students aspirations for K.C.S.E

<table>
<thead>
<tr>
<th>Grade students aspires for</th>
<th>No of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A to A-</td>
<td>109</td>
<td>33.5</td>
</tr>
<tr>
<td>B+ to B-</td>
<td>172</td>
<td>52.9</td>
</tr>
<tr>
<td>C+ to C-</td>
<td>44</td>
<td>13.4</td>
</tr>
<tr>
<td>Totals</td>
<td>325</td>
<td>100</td>
</tr>
</tbody>
</table>

A total of 109 (33.5%) students expressed a desire to score between 'A' and 'A-' grades. The next lot of 172 (52.9%) hoped to score mean grades in the "B" category. In view of the fact that all the 18 (100%) schools scored average mean grades of "D" for three years running, the students hopes, (short of a "miracle") could be viewed as unrealistic. If these students hopes are not realised in the end, the students were bound to suffer frustration.

The third category of students 44 (13.4%) aspire to score mean grades in the "C" category. These students could be viewed as more
realistic because even if their schools had scored a "D" mean grade for 3 years running, a rise to the "C" could be feasible within the given time limit (2 years) by the time they undertook their K.C.S.E. It behaved the headteachers to help the students to realise their aspirations: The challenge was up to them to perform a "miracle" to ensure their students did not end up as academic "failures".

The students were asked to indicate what they were doing in order to achieve the desired grades. All of them claimed they were working hard to achieve their goals. However, they perceived certain threats, which could hinder them from attaining good performance. The following were the threats which students feared could hinder them from attaining their goals.

- Twenty four (7.4%) students said the long distances they covered on foot while going to and from school caused them fatigue and hindered their concentration in studies.
- A total of 126 (38.8%) of the students complained that they lacked enough study time due to being given too much work at home leaving little time for studies.
- A total of 123 (37.8) students also pointed out that poor facilities, lack of sufficient teachers and lack of learning and teaching materials could affect their performance adversely.
From this findings it can be observed that day school students were optimistic about their future success although they also had fears due to the difficulties they faced. In view of the fact that the 18 schools in the study scored a mean of 'D' in 3 years running, it is doubtful that within the next 2 years these students will realise their dreams.

The Gachathi committee (1976) pointed out the danger of establishing schools which are not well equipped. The committee warned that unless the effort to expand schools was controlled and supported, it could constitute a major waste of resources. The committee further pointed out that poor planning and equipping of schools could result in "a vicious accumulation of social frustration which might cost the country more heavily to correct at a later date (GOK, 1976; XVII)." The poor results analysed in this section and the high aspirations of the learners is an unfortunate reality revealed in the study. This is because it is common knowledge that students who score poor grades in K.C.S.E find it hard to find placement in training colleges. Failure to obtain good training opportunities after secondary education implies that secondary school teachers settle for artisan courses/jobs or are left to idle unemployed in the countryside and the towns. Having numerous unemployed and
socially frustrated young people is risky for the country because in their effort to survive in relative comfort, they are prone to resort to crime or engage in other undesirable social behaviour due to the idleness.

4.5 Availability of Facilities and Resources

This section will deal with data pertaining to the school plant and the teaching and learning resources available. The overall picture was that the majority of the schools had poor facilities and inadequate resources. The details of these findings will be analysed below.

4.5.1 School land

It was reported that 16 (88.9%) of the schools inherited their land from 'parent' primary schools. Only 2(11.1%) of the schools had acquired land independent from any other institution. Sharing of land and some facilities on it had caused tension between 2(11.1%) of the secondary schools and the "parent" primary school. These schools had not agreed on how exactly to share the land and the buildings that were commonly shared such as classrooms. It was observed that the majority of the schools had under 5 acres of land and therefore lacked adequate room for expansion. It may therefore
be hard for these schools to expand to 3 streams or more in keeping with the current (year 2003) MOEST recommendations.

4.5.2 Classrooms

sixteen (88.9%) schools which inherited land from the primary schools got their initial classrooms with the land package. In 15(83%) schools, the classrooms were rather small and therefore room for students and furniture was limited. Primary schools usually built smaller classroom than secondary schools, as primary school pupils can fit in less space. Students in secondary schools use chairs and desks for example while the primary school pupils use simple benches for sitting and writing on. The classrooms that were observed looked congested due to their small size. Sixteen (88.7%) of the schools were observed to have inherited classrooms from the 'parent' primary schools. Dimensions of these classrooms were approximately 20ft x 25ft. This is the common size of classrooms for primary schools. These classrooms are normally designed to hold 35 primary school pupils. It was however observed that in 4 (22.2%) schools, the classrooms accommodated between forty (40) and fifty (50) secondary school students.
Ministry guidelines for secondary school classrooms is that the standard size be 25 x 30ft and hold 40 students. However, some schools were observed to be over-enrolled single streams holding between 45 and 50 students per classroom.

4.5.3 Staffrooms/ offices

Only 3(16%) of the schools had spacious staffrooms. Five (28%) of the schools had fair sized staff-rooms while 10(56%) had small crowded rooms that served as staff rooms. Teachers sat around one or two wooden tables. The furniture in these staff rooms was meagre and simple.

In 7(38%) of the schools the principals had well-furnished and spacious offices. However, in 5(28%) of the schools, the principals had small offices which were improvised from old buildings inherited from the primary schools. In some schools, the principals offices were multipurpose. For example, in one school (5.5%) the principal's office was also the duplicating room while in two (11.1%) cases, the principals offices doubled as school stores. In one school (5.5%), the principal did not have an office and shared a tiny staffroom with the rest of the staff.
4.5.4 Laboratories

During the field survey, it was observed that only 5 (27.7%) of the schools had standard laboratories. Three (16.7%) of the schools had average sized laboratories that were fairly equipped with basic science apparatus and chemicals. Eight (44.4%) of the schools had renovated old buildings that they had inherited from the primary schools to serve as laboratories.

The principals were asked to indicate to what extent their laboratories were equipped. Nine (50%) principals indicated that their laboratories were "fairly well equipped". Seven (38 %) of the principals indicated that their laboratories were "poorly equipped". In 2(11.1%) of the schools, there were no laboratories at all.

4.5.5 Libraries

Only 3 (16.7%) of the schools had poorly stocked bookstores that served as libraries. Fifteen (83.3%) of the schools had no libraries at all.

4.5.6 Home science/computer facilities

Only one school (5.5%) had a computer laboratory. However, the study observed that most of the computers in the school were out
dated and the rest looked poorly maintained. Only one (5.5%) of the
schools offered Home Science and had a Home Science-room for the
purpose.

4.5.7 General maintenance

In 7(39%) of the schools, the buildings were fairly well maintained.
Nine (50%) of the schools had old poorly maintained buildings most
of which were inherited from the primary schools. In 2(11.1%) schools, the buildings were old and dilapidated.

4.5.8 Ongoing physical development

In 5(28%) of the schools, no new buildings were in progress of
being built. However, 13(72%) schools had either new buildings or
renovations of old ones in progress.

4.5.9 Playing fields

A total of 16(88%) of the schools shared the playing fields with the
"parent" primary schools. Only 2(11.1%) of the schools had their
own playing fields. In one of the two schools that owned a playing
field, the field was not leveled and was therefore unusable.
4.5.10 Textbooks/student ratios

The study revealed serious textbook shortages in most of the schools. Table 4.6 below indicates the textbook sharing ratios among students.

Table 4.6: Student/textbook ratios

<table>
<thead>
<tr>
<th>Ratio of textbook: Student</th>
<th>No of schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 text: 2 students</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>1 text: 3 students</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>1 text: 4 students and above</td>
<td>8</td>
<td>44.4</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

This data indicates that there is serious textbook shortage in 5(27.7%) of the schools and an acute textbook shortage in 8(44.4%) of the schools. The accepted ideal is usually 1 text: 2 students. Schools like Mang'u High school (a national school within Thika district) are even reputed to have a ratio of 1 text: 1 student.

The principals have the challenge to buy more textbooks to improve on the student/textbook ratios. When students are forced to share only a few textbooks, it makes it hard for them to do exercises comfortably during lessons. The situation is particularly difficulty for
the students since when they go to their separate homes, many of them do not have textbooks to use while at home. This obviously makes it hard for them to complete school assignments. This can in turn force students to copy school assignments from each other when they fail to complete the work at home (since they have no books and yet teachers expect them to complete given assignments before the next lesson). The headteachers should have highlighted these plight to the parents in order to source funds to purchase more books.

4.5.11 Staff housing

Only 2(11.1%) of the schools had a few staff houses where a few teachers were housed. Otherwise, in 16(88.9%) schools, no teacher lived on the school compound. Teachers were therefore forced to rent houses away from the school premises. Moreover, most of the houses available to teachers were indicated to be sub-standard. The table below illustrates the type of housing the teachers lived in away from the schools' premises (Data supplied by the principals).
Table 4.7: Type of rental houses available to teachers

<table>
<thead>
<tr>
<th>Type of houses</th>
<th>No of schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self contained with electricity and water</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Houses with electricity but no water</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Mostly single rooms at the local shopping center</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>Owner -occupier houses</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

This section has revealed that most of the schools in the sample are in dire need of physical facilities and teaching and learning resources. It has already been pointed out that students and teachers have indicated that the needs portrayed here affect school effectiveness adversely. The fact that in 10(55.6%) of the schools teachers are forced to rent substandard houses in nearby town/shopping centres could contribute to low motivation in their work due to the hardships they are faced with.

4.6 Financial Challenges

In this section, the Financial challenges the principals are faced with shall be analysed. This will include financial problems and the underlying courses.
4.6.1 Fee Defaulting

All the 18 (100%) principals indicated that their school suffered financial problems due to fee defaulting. Two (11.1%) of the principals indicated that at least half of the parents in their school were able to pay fees in time. Fourteen (77.7%) reported that less than half of the parents in their school were able to pay fees in time. In 2(11.1) schools, the principals reported that very few parents managed to pay fees in time.

4.6.2 Income Generating Projects

In 15(83.3%) of the school, there are no income generating projects. Only 3(16.7%) schools had income generating projects. Two (11.1%) of the schools with income generating projects realized only Ksh.10,000 and below per year from their projects. One of these schools raised money through computer printing for people from the locality. The school printed cards and programs for social functions such as fund raisers, weddings and burial ceremonies in the surrounding community. The demand for this was however low. The other school grew nappier grass and bananas for scale. However, this was done in small scale and could not realize more than Kshs. 10,000 per year. The third school (5.5%) was more successful in its income generating endeavours. This particular
school is located in Gatundu and kept pigs and dairy cows and was self sufficient in milk production for the tea programme for the students. This school raised between Kshs. 21 000 and Kshs. 30 000 per year from the income generating projects.

4.6.3 The effect of the local economic environments

The largely poor economic environment of the rural areas where 15(83.3%) of the schools are situated was the underlying course of the financial difficulties faced by the schools. Good infrastructure, clean water, electricity and social amenities were chosen in the study as indicators of good economic environment. Only 2(11.1%) of the school were situated in areas that were highly endowed with infrastructure and good social amenities. Seven (39.5 %) of the school were in areas that were poorly endowed with social amenities and infrastructure.

During the school visits, it was noted that only 2(11.1%) of the schools were within 2 Kilometers of the nearest towns. The remaining 16(66.7%) were situated mostly deep in the rural areas. It was further noted that the rural economies supporting this schools were mostly poor. Three (17%) of the schools were situated in areas with small tea holdings where the population consisted of peasant
farmers. Two (11.1%) of the schools were in the transitional zones where both tea and coffee were grown. In these areas, the peasant farmers grew coffee and tea in smallholdings. Four (22.2%) of the schools were near coffee estates. Most parents in these coffee zones are either labourers in the coffee estates or owned smallholdings where they practised subsistent farming.

Three (17%) schools were near small-scale factories/trading centres. Two (11.1%) schools were in areas where peasant farmers grew a mixture of maize and beans in smallholdings. In these areas, illegal brewing was rampant: those in the trade had makeshift "breweries" in the Chania River Valley where they mostly operated at night.

4.6.4 Effects Of Financial Challenges
Due to the largely weak economies of the areas where 16(88.8%) of the schools were situated, parents had no reliable income and therefore could not pay school fees in time. The principals pointed out that the cash flow problems caused by fees default resulted in poor purchasing power in the schools. This situation hampered curriculum implementation, as the principals were not able to purchase sufficient essentials for teaching and learning purposes. Also physical development was slowed down. Thirteen (72.2%) of
the principals indicated that lack of funds prevented them from purchasing adequate teaching/learning essentials. Seven (38.8%) reported that their schools run on debts.

4.7 The Parents, Local Communities, and BOG Relations

In this section the relations with the parents, the "parent" primary schools, the local communities and the BOG will be analysed.

4.7.1 The parents and the local communities

It was noted that a large proportion of the parents seem to be indifferent towards the day schools. For instance in 7 (38.9%) schools, the principals usually imposed a fine to enforce attendance to general PTA meetings. In 3 (16.7%) of the schools where the principals did not impose a fine to enforce attendance to meetings, the turn up of the parents was reported to be usually poor. Eight (44.4%) of the principals however indicated that PTA meetings in their schools were well attended.

A major area where the principals indicated lack of co-operation from parents was in solving discipline problems. Ten (55.6%) of the principals indicated that parents were only "fairly supportive" of the school administration when solving discipline problems. Four
(22.2%) principals reported that parents took sides with their children when solving discipline problems. Since all the children in day school normally go home in the evenings, they found a lot of opportunities to discuss their schools with parents and sometimes to turn the parents against the administration.

It was established that relations between the secondary schools and the local communities were largely uneasy or even hostile. It was only in 4(22.2%) of the schools that the communities were reported to be positive towards the day schools. Otherwise, 12(66.7%) of the principals indicated that the local communities slighted the day schools. The students in these schools also had a low opinion of the institutions. It was reported that the students seemed to perceive the day secondary schools as mere extensions of the "parent" primary schools and not 'proper' secondary schools as such.

4.7.2 Relations with the 'parent' primary schools/local communities

A total of 16(88.9%) schools were very close to the 'parent' primary schools as most of the buildings they occupied were formerly part of the 'parent' primary schools. Some principals indicated that there was too much negative familiarity between the secondary schools
and the 'parent' primary schools. The Schools were generally not viewed as independent entities but rather "extensions" to the primary schools. Moreover, the classrooms/office blocks were simply adjacent to the primary schools and it was difficult to determine the boundaries between the "parent" primary school and the secondary schools. The English say "familiarity breeds contempt". This saying seemed to ring true of the relationship between the secondary schools, the 'parent' primary schools and the local communities.

Four (22.2%) principals reported that the secondary schools were slighted by the students, the parents and the local communities, as they were perceived to be "extensions" of the primary schools.

Vernacular speaking was another problem that was closely associated with primary school associations. Kikuyu (the local language in Thika district) is commonly spoken in primary schools and the communities surrounding the schools. The MOEST policy on vernacular languages was that learners in lower primary schools be taught in their mother tongue. As a result, primary school teachers are mostly posted in their home districts where they share their mother tongue with the students. Teaching in vernacular unfortunately did not usually stop at lower primary but was usually practised at the upper primary levels. When the students crossed
over to join the secondary schools, they continued to communicate in vernacular. During the school visits, students were heard to openly communicate in vernacular in all the secondary schools that were visited. This habit had been impossible to control in most schools. Parents on their part did not understand why their children should be banned from using their mother tongue at school and therefore did not support the administrations' effort to make the students communicate in either English or Kiswahili as the school rules required. One principal reported that when he summoned parents of vernacular speaking students to help him impress upon the students to use English, the parents asked him whether their children were Englishmen so as to be forced to communicate in English. Clearly such parents do not understand the adverse effect of having poor language skills. This lack of cooperation on the part of some parents makes the headteacher's task very difficult. The rampant use of vernacular in the day schools hindered students from improving their communication skills in English to their own detriment as pointed out earlier.
4.7.3 Effects of social evils emanating from surrounding communities

The principals were asked to rate the degree of social evils in areas surrounding their institutions. These evils were identified as excessive drinking, sexual promiscuity, drugs, insecurity and violence. The following table illustrates the principals' rating of such evils in areas surrounding their respective schools.

Table 4.8: The Principals' Rating of Social Evils

<table>
<thead>
<tr>
<th>Degree of Social Evils</th>
<th>No. of schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>10</td>
<td>55.5</td>
</tr>
<tr>
<td>Average</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Sixteen (88.8%) of the principals pointed out that social evils prevalent in the communities surrounding the school had a "spill over effect" on the schools because the students were part and parcel of these communities. Six (33.3%) of the principals indicated that the Social evils emanating from the surrounding communities affected school discipline "very negatively". Ten (55.5%) principals indicated that the social evils affected their schools 'negatively'. In 2(11.1%) schools however, the principals indicated that the social evils had no visible effects on students discipline. The social evils which were reported to affect the schools most negatively were illicit
brewing, excessive drinking, drugs, sexual promiscuity and insecurity. Illicit brewing and excessive drinking drained parents' resources and resulted in poor fees payment. In some schools, it was reported that some boys smoked bhang. The girl students sometimes dropped out of school due to pregnancy as a result of sexual promiscuity. Sexual promiscuity is a cause of great concern in Thika District. The District has been reputed to have one of the highest incidences of HIV/AIDS scourge. In his speech during the District's Education Day on 29th May 2003, Professor Henry M. Thairu (Deputy Vice Chancellor, Jomo Kenyatta University of Agriculture and Technology) reminded the stakeholders present of the following grave facts:

As you may be aware, this district is reporting one of the highest incidences of the HIV/AIDS scourge in the country with real devastating effects such as:

- Decreased intake of students, and less continuity, as pupils education is disrupted by illness of family members, deaths and declining resources such as decreased supply of staff.
- Absenteeism of teachers, due to recurrent illness, has also crippled the teaching force (key note address given on 29/5/2003 page 9).

It is therefore a serious challenge for the headteachers to sensitise the students on the dangers of irresponsible sexual behaviour since it beats the purpose to educate students but eventually lose them to the HIV/AIDS scourge. The headteachers have the challenge to
uphold a crucial National objective of the education system: To help mould the youth into morally upright and responsible citizens (GoK, Ominde Report of 1964).

Insecurity in areas surrounding the schools resulted in robbery from some schools. In 2(11.1%) of the schools, robbers had stolen all the textbooks and other valuables from the schools. In one school near Gatundu town, the principal had a metal strong room in her office where all teachers' reference books were locked at the end of each day. Students were also encouraged to leave those textbooks they did not wish to carry home in the strong room.

The socio-economic challenges analysed in this section were not easy for the principals to control. The impact of the surrounding social environment is strongly felt in the day schools and in many instances has adverse effects on school management. Unlike the boarding schools, day schools are very much part and parcel of the immediate local communities and social evils easily impact on the institutions. The day school must therefore not only have a positive effect on the student body but endeavour to change the surrounding community's way of thinking and doing things as far as possible.
4.7.4 BOG Roles/relations

It was noted that most of the BOG members in the day schools are drawn from a rather small radius. As such, the governors are closely inter-related with the parents and students due to social proximity and blood ties. Nine (50%) of the principals indicated that most/all of their BOG members lived within a radius of 5 kilometres from the schools. Five (27.7%) principals indicated that at least half of the BOG members came from a radius of 5 kilometres from the school.

The close proximity of the governors to the schools created special challenges for the principals. Six (33.3%) principals reported that "clannism/nepotism" often influenced BOG decisions. In 3 (16.7%) of the schools, the principals reported that the governors were influenced by clannism and nepotism 'quite often' in official deliberations. The closeness indicated between the governors, the parents and the students is therefore bound to comprise fairness in decision-making processes. The principal in these circumstances was in danger of being viewed and treated as the 'outsider' in these close communities. The social/family ties in the school communities were therefore bound to cause challenges in day school administration.
Yet another area that was identified to cause strained relations between the B.O.Gs and the principals was in the provision of goods and services. The Education Act rules that school governors should not have any "vested interest" in the schools. The study however revealed that in 7(38.8%) schools, the governors had shown interest in providing goods and services to the schools either in person or by proxy. Nine (50%) principals reported that the governors 'sometimes' showed interest in supplying goods/services to the schools either in person or by proxy. Two (11.1%) principals reported that the governors in their schools showed interest to provide goods and services "a good number of times".

Ideally, school governors are expected to be well-learned and resourceful people. The MOEST defines their role in general as school management. They are expected to give support and guidance to the schools and to help source development funds. The principal is accountable to them for the management of school funds and resources. Various shortcomings were however revealed in the roles played by the B.O.G's. It was revealed for example that most of the governors had not attained university education. The Ministry of Education policy is that B.o.G members be preferably university graduates. If not, they are supposed to have at least 'o' level
education; to be informed and exposed and to be of positive social influence. Table 4.9 below illustrates the number of university graduates among B.o.G members in the study.

Table 4.9: No of university graduates among B.o.G members

<table>
<thead>
<tr>
<th>Number of graduates</th>
<th>No of schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>3-4</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>5-7</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>8 and above</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

These findings indicate that most of the BOG members had not attained university education. The low levels of education indicated points to the fact that most of the BOG members in the study may have lacked the knowledge/exposure required to undertake their duties effectively.

Sourcing of funds is an important role the BOG are supposed to undertake. Only 3(17.6%) principals indicated that their BOG members were "very committed" in helping the schools source for funds. Three (17.6%) principals reported that the governors were
"quite committed" to this task. Eight (47.1%) principals indicated that the B.o.G members showed fair commitment in sourcing for funds while 3(17.6%) principals said the governors serving in their schools depicted "poor commitment" in sourcing funds.

The principals were further asked to give their general perception of their B.O.Gs' competence in understanding educational policy matters. Table 4.10 illustrates the levels of the B.O.Gs' members' competence in understanding educational policy matters as rated by the principals.

Table 4. 10: BOG members' competence in understanding educational policies

<table>
<thead>
<tr>
<th>Principals rating of B.o.G competence</th>
<th>No of schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Average</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

From these findings, only 4(23.5%) of the principals perceived their B.o.Gs to have high competence in understanding educational policy
matters. In 11(64.7%) schools the B.o.Gs depicted only average competence according to the principals while in 2(11.8%) schools, the principals rated the B.o.G competence as low. The facts portrayed here are a far from the ideal: BOG members are supposed to have high competence in understanding educational policy matters because this is precisely what they are supposed to help implement in the schools. The 'average' and 'low' competences indicated by the principals were likely to cause tensions between the principals and the governors.

4.8 The Principals' attitudes towards their posting

As a conclusion to the field survey, the principals were asked about their response if offered an opportunity to serve in boarding schools. This question was posed to gauge their attitude towards day schools. In response to this question, 6(33.3%) principals indicated that they would happily take up the offer. Ten (55.6%) principals indicted that they preferred to remain in day schools while 2(11.1%) did not respond to the question.

The study further sought to establish the reasons for the principals' preference. The following pie chart illustrates why the principals preferred to transfer to boarding schools or to remain in day schools.
Six (33.3%) principals indicated that they preferred to be posted to boarding schools and gave the following reasons for their preference:

i) They felt they would be more productive in boarding schools because students in boarding schools are more industrious than those in day school.

ii) Students in boarding schools are easier to mould and control than those in day schools because in boarding
schools, there are less external factors affecting school discipline.

iii) There are better resources in boarding schools than in day schools.

iv) There are less interferences from the local communities in boarding schools.

v) Boarding schools attracts brighter students who are easier to teach than those in day schools.

vi) In day schools, one puts much effort in teaching only to realize poor results and to bear the blame for the poor performance.

vii) This group of principals felt that if they were given an opportunity to serve in boarding schools, their work would be much easier and more rewarding.

The 8(44.4%) principals who preferred to remain in day schools also gave reasons for this preference. Mainly, these reasons were:

i) They did not want to be forced to live in school premises as the current MOEST regulation for principals serving in boarding schools requires.
ii) Those principals who were already settled in their own houses did not want to leave their property to live in school compounds.

iii) The principals in this category found day schools less demanding in terms of time than boarding schools because one did not have to be in school after classes or during the night or weekends.

iv) These principals felt that administration in boarding schools was more complex than that in day schools. They felt these demands put a strain on personal freedom and left one with little time to attend to personal concerns.

Two (11.1%) principals however gave other reasons for wanting to remain in day schools. These were:

i) There are not enough boarding schools to accommodate all secondary school students and therefore some principals had to serve in day schools of a necessity.

ii) One principal said the poor people are the majority in the country and yet they are often disregarded. He felt working in day school is one way of helping the poor as day schools largely attract those who cannot afford boarding schools.
iii) One principal indicated that she was duty bound to help students who were socially and economically disadvantaged. She derived satisfaction in serving this lot of students.

The most poignant finding of the study was that 6(33.3%) of the principals were unhappy with their posting and wished to work in boarding schools. No doubt, this dissatisfaction can have negative bearing on their effectiveness. A popular saying among school administrators is that "the school is the principal". This saying implies that the principal's attitude, effectiveness (or lack of it) and vision (or lack of it) affects everybody else in the institution. It was therefore unfortunate that some principals were unhappy with their posting because this could affect the entire atmosphere in the school. Eight (44.4%) principals wanted to remain in day schools for personal convenience. There could be a possibility that their commitment to serving students was compromised since they seemed to put self-interest first.

Only 2(11.1%) of the principals felt duty bound to serve in day schools while the other 2(114.1%) did not respond to the question.
The principal's attitude depicted society's attitude towards day school since school principals are drawn from the members of the society.

The attitudes portrayed by 14(77.7%) of the principals are definitely not favourable to the day schools since 6(33.3%) of the principals do not like working in the schools while the other 8(44.4%) only wanted to be in day school mainly for personal convenience. This negative attitudes must impact badly on the management of the schools. This was a major challenge in Day School Management. However, it would not be fair to entirely blame the Principals for being discouraged or negative about their posting in Day Schools. As this study has revealed, there are very many factors that militate against success in this category of Secondary School and therefore concerted effort from the parents, The Ministry of Education Science and Technology and the Government at large was required to address the issues raised.
5.1 Introduction

The main purpose of this study was to investigate the challenges faced in the management of Day secondary schools in Thika District. The study involved 18-Day secondary schools drawn from the five Divisions in Thika District. The schools were selected through stratified random sampling. Of the 18 schools studied 5 were in Gatanga Division, 5 in Gatundu Division, 4 in Kamwangi Division, 3 in Thika/Ruiru Division and 1 (one) in Kakazi Division. A total of 18 principals and 325 Form Two students were involved in the study.

The researcher collected all the duly completed questionnaires during personal school visits. It was therefore possible to obtain 100% of the questionnaires. The observation schedules were all filled in during the personal school visits.

The instruments used in this study were the Principal’s Questionnaire, the Form Two students questionnaire and an Observation Schedule. The Principal’s Questionnaire sought to investigate the challenges faced by the principals in running their
respective schools. The Form students Two questionnaire was used to investigate the challenges the students faced as well as their attitude towards their schools. The observation schedule helped to determine the status of the physical facilities in the schools. The data that was obtained through the research instruments was then analyzed through simple descriptive statistics. Tables and figures that show actual numbers and percentages were used in data analysis. The study covered seven broad areas: Namely -

i) Background information on the principals.

ii) Challenges regarding general school management.

iii) Curriculum challenges.

iv) Availability of resources and facilities.

v) Financial challenges.

vi) The local community, the PTA and B.O.G relations.

vii) The principals’ attitude towards Day schools.

5.2 Summary

The study established the following findings in the seven broad areas above.
Challenges Affecting General School Management

a) All the principals were trained teachers either in job group M (83.3%) or L (26.7%). None of the principals was above job group 'M'.

b) The principals, teachers and students experienced considerable difficulties in accessing the schools. Much time was consumed in commuting/walking to and from the schools. The delays and inconveniences that ensued from this affected school programs negatively. It was particularly difficult to access a majority (83.3%) of the schools during the rains.

c) Most of the schools (83%) had staff shortfalls. The most affected subjects were Mathematics and Sciences, the languages and the Applied Subjects.

d) Most of the schools were small and a significant number (33.7%) were under enrolled by single stream standards.

e) A majority of the students (52%) hated day school and wished to transfer to boarding school. The other lot (41.5%) were contented to remain in day school because they reasoned that their parents could afford fees in boarding schools.
f) The principals reported that the teachers in their schools were only 'fairly' or 'poorly' motivated.

Curriculum Challenges

a) Curriculum implementation in the schools was not effective since most of the schools (82.4%) did not manage to cover the syllabus by the time students sit for the K.C.S.E.

b) All the schools (100%) attained poor performance (a mean grade of 'D') for the previous 3 years running (i.e. year 2000, 2001 and 2002).

Facilities and Resources

a) Most of the schools had either serious or acute shortage of physical facilities and textbooks.

b) Most of the schools (88.9%) had no staff houses and the 2 schools with staff houses had built very few.

c) Most of the schools (88.9%) were started from buildings and land donated by the 'parent' primary schools and the other (11.1%) were built on land that was acquired through local community initiatives. All the schools were started through local community initiatives.
Financial challenges

a) The majority (88.9%) of the principals reported poor rate of school fee payments.
b) Very few schools (16.7%) had income generating projects.
c) High poverty levels in the catchments areas where most (66.7%) of the school were situated resulted in poor fees payments.

Financial problems slowed down overall development of a majority (72.2%) of the schools while in a significant number (38.8%) of schools, the principals indicated that the schools ran on debts.

Local Community/PTA/B.O.G Relations

a) Relations between the schools and the local communities were largely tense or even hostile. A majority (66.7%) of the principals indicated that the local communities slighted the schools. In a significant number of schools (11.1%) there was hostility between the secondary schools and the 'parent' primary schools due to land squabbles.
b) In most of the schools (88.9%) the social evils prevalent in the surrounding communities "spilled out" to the schools affecting student discipline.
c) A majority of the parents (55.6%) were indifferent towards the schools.

d) Most (83.3%) of the B.O.G members serving in day schools have no university education. Also a majority of them (76.5) depict either average or low competence in understanding educational policy matters. A large population of the B.O.G members (61.1%) shows vested interest in the schools.

e) In half (50%) of the schools, B.O.G members are influenced by "Clannism/Nepotism" (according to the principals) in their official deliberations.

**The Principal's Attitudes**

a) A significant number (33.3%) of the principals did not like working in day schools and would have liked to transfer to boarding schools.

b) Most of the principals who preferred to work in day schools (44.4%) made this preference basically out of personal convenience/interest.

c) Only a few (11.1%) principals indicated a willingness to serve in day schools with the purpose to help poor students/parents.
5.3 Conclusions

The following conclusions have been made concerning the schools in this sample.

1) Most principals in the sample are in the lowest rank (Job group M) for principals since this job group is the starting grade (current T.S.C standards) for secondary school principals. Some principals in the District had not been upgraded to the expected grade for principals (by the time the study was done) since they were still in job group 'L'.

2) The difficulties caused by poor accessibility and lack of staff housing in the schools were bound to affect the school overall performance.

3) The day schools studied depicted poor logistical planning since they were numerous but had largely low populations at the individual school level.

4) This poor planning was not economically viable: Larger institutions pool more resource from the parents/ students' populations making them economically more viable.

5) The poor students performance reflected in the study was an indication that the government, communities and parents' investments in day schools were largely not getting the expected returns. This wastage was undesirable.
6) The freeze on the teachers' employment had had adverse effect on the schools.

7) The government's detachment on planning of Secondary schools expansion had left a major burden to parents and local communities. This had resulted in rather haphazard planning of the schools. The communities surrounding the day schools did not seem to have sufficient understanding of the important role played by secondary schools in a community. Due to this lack of enlightenment, they largely failed to give the schools the support they needed to succeed.

8) The communities surrounding the school had a lot of influence on the institutions. This was mainly felt in school discipline and overall development.

9) Largely, the governors in the sampled schools lacked in the competences needed to be effective managers of the schools.

10) The principals in the day schools needed more understanding and support from the society and the government so as to play their role effectively.

5.4. Recommendations

David Hopkins et al (1994) in their book School Development in An Era of Age asserts that:
Student's outcomes are the fundamental goal for educational Reform (Pg 66).

Reform has to do with planned change. Education in Kenya has undergone constant change and the current phenomenon is a shift towards day school since the parents and the government have found boarding schools increasingly too expensive to initiate and maintain. Already, the country has numerous day schools but according to the findings of this study, there are many unique challenges that confront their management. The performance realised in the schools studied (at K.C.S.E) reveal that the student outcomes are largely poor.

A lot of planned change is therefore required to make the day school more effective. Currently, the MOEST has expressed intention to raise productivity in the education sector. During the recent Annual Kenya Secondary Schools Heads Association (year 2003) Hon. Prof. George Saitoti, the Minister of Education Science and Technology expressed the following sentiments in his address to the principals:

Effective performance management aims to transform service delivery systems and processes in order to raise productivity, efficiency and effectiveness. It is perceived as an on-going and dynamic process whereby set-standards are achieved and progressively raised. (Except form a speech delivered by the Minister of Education,
Science and Technology, during the official opening of Kenya secondary schools Heads Association National Conference of Aga Khan sports centre, Mombasa on 24th June year 2003).

In a bid to "raise productivity" in the day schools in conformity to the MOEST aspirations, this study makes the following recommendations.

i) Principals of Secondary Schools should be given provision to buy duty free vehicles that are more affordable so that they do not have to rely on public transport to access their schools. This provision will help avoid time wastage in commuting to the schools.

ii) Roads in the rural areas should be upgraded and well maintained to improve on accessibility to the schools.

iii) The freeze on teacher employment should be lifted in order to cater for the existing shortfalls.

iv) The MOEST should be more involved in the planning of secondary schools instead of leaving the task entirely to the parents and the local communities. In this way, schools will be more professionally planned.
v) The community should be more sensitised on the importance of day schools as the most affordable avenue for Secondary School expansion at present.

vi) The government should re-evaluate the cost-sharing policy with a view to assisting schools in dire need of teaching/learning materials and physical facilities. After all, most of the already established public schools that were built before the government withdrew the grants had benefited a lot from government support. Similar considerations should be given to the upcoming schools. This will promote equity in the provision of quality education.

vii) Parents should be encouraged to buy more textbooks to improve on the poor textbook/student sharing ratios reflected in the study.

viii) An overall improvement in the agricultural sector should be pursued in order to strengthen the rural economies that largely support day schools.

ix) Day schools should be encouraged to initiate income-generating projects in order to strengthen their financial base.
x) The communities surrounding the day schools should give more moral and material support to the schools.

xi) Efforts should be made to ensure that B.o.G members in day schools are selected from enlightened and resourceful people who have sufficient knowledge of educational policies and ethical issues in the management of schools.

xii) Day schools should be made more effective through sound planning and sustained support to help the country improve on transition rates from primary to secondary schools.

xiii) The country should set a target to provide secondary education for all secondary school age students who can benefit from it as has been done in Britain and other developed countries. This in turn will help speed up overall development in the country.

xiv) In conclusion, quantity and quality education in all secondary schools but particularly in day schools should be vigorously pursued as a step towards helping the country achieve industrialization by year 2020 as already envisaged.
Recommendations for Further Research

1) A study should be carried out to investigate the factors leading to the current poor transition rates from primary to secondary schools.

2) A study should be undertaken to determine possible income generating projects day secondary schools could embark on in order to raise money to strengthen their financial base.

3) A study should be undertaken to find out whether there is any significant difference in teacher motivation levels among teachers working in public day schools and those working in public boarding schools.

4) A study should be carried out to determine factors affecting performance in K.C.S.E in day schools.
BIBLIOGRAPHY


Harry A. Passow Secondary Education For All: The English Approach, Columbus, Ohio State University (1961).


Indire F. I & Hanson W. Secondary Level Teachers Supply and Demand in Kenya. ( East Lancing Mich. Institute for


Onyango, G.A *Competences Needed by School Head Teachers for Pre-service and In-service Education: A case study of Nairobi Kakamega District* (2001).

Bradley – M- Sue *Improving the Suburban High School Four Case Studies (School Reform)* Arizona state university (1996).


Government Printer, Nairobi.

Government Printer, Nairobi.

Republic of Kenya  **National Development Plan 2002 - 2008**  
Government Printer, Nairobi.
APPENDIX A

The Principals Questionnaire

A. General Information

1. Sex  
   - Male [ ]  
   - Female [ ]

2. Marital Status  
   - Married [ ]  
   - Single [ ]

3. Age (Tick where appropriate)
   - 25-30 years [ ]
   - 31-35 years [ ]
   - 36-40 years [ ]
   - 41-45 years [ ]
   - 46-50 years [ ]
   - 51-55 years [ ]

4. How many years have you served as a principal in this school?

5. Please indicate current job group

6. Do you live within the school premises  
   - Yes [ ]  
   - No [ ]
   (b) If the answer above is No, how far away (from the school) do you live?

7. How long does it take you to reach the school from home

8. If you live in rented premises how would you rate the house available for you?
   (a) Self-contained with electricity and water [ ]
(b) Self-contained but without electricity [ ]
(c) House has no water or electricity [ ]
(d) Other (explain) ________________________________

9. What means do you use to get to your place of work?

(i) Walking [ ]
(ii) Public means [ ]
(iii) Private means [ ]

If you get to school via public means, how reliable are the means of transport available

Very reliable [ ] Unreliable [ ]
Reliable [ ] Very unreliable [ ]
Other (explain) ________________________________

B. Pertinent Issues On School Management

(a) Students

(1) What is your total enrolment at present

(2) Indicate the number of streams and the total number of students per class below
(3) What major factors would you say influence students to enrol in your school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(4) How many TSC appointed teachers does the schools have at present?  

________________________________________________________________________

(5) Indicate any subject where you have shortage of TSC teachers

________________________________________________________________________

________________________________________________________________________

(6) How many teachers are housed within the school?

________________________________________________________________________
(7) What kind of rental houses are available to your teachers within walking distance (say 2 km) from your school?

(a) Self-contained with running water and electricity [ ]
(b) Self-contained with running water and no electricity [ ]
(c) Houses have electricity but no running water [ ]
(d) Mostly single rooms at the local shopping centre. [ ]

Other (specify) _______________________________________________________

(8) What proportion of teachers live within easy access to the school?

(a) The majority [ ]
(b) At least a half [ ]
(c) The minority [ ]

(9) How does the housing of teacher affect their availability to students?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
(10) How would you describe your teachers (on the average) in terms of motivation?

(a) Highly motivated [ ]
(b) Reasonably well motivated [ ]
(c) They seem poorly motivated [ ]
(d) Other (explain)

(11) If your teachers indicate low levels of motivation, could you explain why?

__________________________
__________________________
__________________________

(c) Physical/Material Resources

(12) To what extent would you say your laboratory/laboratories is/are equipped?

(a) Well equipped [ ]
(b) Satisfactory [ ]
(c) Poorly equipped [ ]
(d) Other (explain)
(13) How well stocked is your library (if any)

Well equipped [ ]
Fairly Equipped [ ]
Poorly Equipped [ ]
Other (specify)

(14) Please indicate the ratio of textbooks to students (on average) below

(a) 1 textbook to 2 students [ ]
(b) 1 textbook to 3 students [ ]
(c) 1 textbook to 4 or more students [ ]
(d) Other (specify)

(d) Curriculum Issues

(15) Do your students/teachers manage to cover the syllabus effectively by the time students sit for their KCSE?

Yes [ ] No [ ]

(b) If syllabus coverage is not effective in your view, please explain factors that lead to poor syllabus coverage
(16) Please indicate your school mean grade in KCSE for the last 3 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(e) Finances

(17) What proportion of your parents are able to pay school fees in time?

(a) The majority [ ]
(b) At least ½ of them [ ]
(c) Less than ½ [ ]
(d) Other (explain)

(18) What type of income generating projects does your school have?
(19) Approximately how much money do you raise from your income generating project (if any) per year?

______________________________
______________________________

(20) Does your school suffer financial losses due to fees defaulters?

______________________________
______________________________

(b) If the answer above is 'YES' how does this affect your school?

______________________________
______________________________

(21) To what extent is the area around your school endowed with good social amenities and infrastructure (e.g. good roads, health facilities, clean water, electricity etc)

(a) Highly endowed [ ] (b) Fairly well endowed [ ]

(c) Poorly endowed [ ] (d) Other (explain)

______________________________
(f) **Parents/ Local Community**

(22) Tick whichever option below depict attendance of general PTA meetings in your school.

(a) Meetings usually well attended [ ]
(b) The schools imposes a fine to enforce good attendance [ ]
(c) Attendance to meetings is generally poor [ ]
(d) Other (explain)

(23)a.) Was your school started on property formerly owned by the neighbouring primary school?

Yes [ ] No [ ]

b) If your answer above is yes, how are relations between the ‘parent’ primary school and the secondary school?

(i) Friendly [ ] (ii) Strained [ ]
(iii) Poor [ ] (iv) Other (specify)

(24) Explain any negative factors touching on relations between your school and the ‘parent’ primary school.
(g) Discipline

(25) How would you rate the level of social evils (e.g. excessive drinking, sexual promiscuity, drugs, insecurity etc) around the school?

(a) High [ ]

(b) Average [ ]

(c) Low [ ]

Please explain your answer below.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

26(a) How does the social environment around the school impact on student discipline?

(i) Very negatively [ ]

(ii) Negatively [ ]

(iii) Effect not felt [ ]
b) Please explain your answer (for ‘a’ above)

________________________________________________________

________________________________________________________

(27) To what extent do parents in your school support you in your efforts to enforce discipline in students?

They are quite supportive [ ]

They are fairly supportive [ ]

They tend to take sides with their children [ ]

Other (explain)

________________________________________________________

(h) **Board of Governors**

(28) Do you experience difficulties in raising quorum during B.O.G. meetings?

(a) No [ ] (b) Sometimes [ ]

(c) Quite often [ ] (d) Other (explain)

________________________________________________________

________________________________________________________

(29) What proportion of your B.O.G. members reside within close proximity (say within a radius of 5 km) to the school?
(a) Most/all of them
(b) At least \( \frac{1}{2} \) of them
(c) Less than \( \frac{1}{2} \)

(30) Have B.O.G. members in your school shown interest to supply goods/services to the school? (i.e. either directly or through friends or relatives?)
(a) Never
(b) Sometimes
(c) A good number of times
(d) Other (explain)

(31) Would you say clannism/nepotism (i.e. favourism of one's relatives/clansmen/friends) ever influence B.O.G. deliberations in your school?
(a) No
(b) Sometimes
(c) Quite often
(d) Other (explain)

(32) How many of your B.O.G. members are university graduates?
(33) How would you rate your current B.O.G. members competence in understanding educational policy matters?

(a) Very competent [ ]
(b) Average competence [ ]
(c) Low competence [ ]

Explain your answer


(34) To what extent is your B.O.G. committed to help the school source funds for school development?

(a) Very committed [ ]
(b) Quite committed [ ]
(c) Average commitment [ ]
(d) Poor commitment [ ]
(e) Other (specify)
(i) **Major Problems**

(35) Please list down at least 4 major problems you face in running your school

(i) ____________________________________________

(ii) ____________________________________________

(iii) ____________________________________________

(iv) ____________________________________________

(36) If you were offered an opportunity to head a boarding institution, what would be your response?

(a) I would readily take up the offer [ ]

(b) I prefer to work in a day school [ ]

Please give reasons for your answer

_________________________________________________
APPENDIX B

Form A: Students' Questionnaire

1. How did you get admitted into this school? (Tick in the appropriate box)

   a. I was admitted here because I needed to get a place in a boarding school ( )
   b. I scored high marks in my KCSE and was offered a place in a boarding school but my parents could afford the fees and so I was admitted here ( )
   c. I was not admitted here because the school is near my home ( )
   d. I was admitted here because this school normally does well in KCSE ( )

2. How much time do you take to get to school in the morning?

   (Indicate time in hours and minutes)

3. From the list below, which you think your school should improve in order to attain better performance?

   a. More effective teaching methods ( )
   b. Students should be more hardworking ( )
   c. Do more experiments in the laboratory ( )
   d. Teachers should work harder ( )
APPENDIX B

Form II Students Questionnaire

(1) How did you get admitted in this school? (Tick in the appropriate box)

(a) I was admitted here because I missed to get a place in boarding school [ ]

(b) I scored high marks in my KCPE and was offered a place in a boarding school but my parents could afford the fees required and so I was admitted here [ ]

(c) I chose to be admitted here because the school is near my home [ ]

(d) I chose to be admitted here because this school normally performs well in KCSE [ ]

(2) How much time do you take to get to school in the morning? (Indicate time in hours and minutes)

(3) Tick 5 items from the list below which you think your school should improve on in order to attain better performance

(a) Buy more textbooks [ ]

(b) Students should be more hardworking [ ]

(c) Do more experiments in the laboratory [ ]

(d) Teachers should work harder [ ]
(e) Ban vernacular speaking completely

(f) Student discipline should be improved

(g) Students should avoid absenteeism

(h) Parents should pay fees in time to avoid students
being sent home for money

(4) Please tick against the grade you hope to achieve in your KCSE

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
</tr>
</thead>
</table>

(5) What effort are you putting to make sure you attain the grade above

________________________________________________________________

________________________________________________________________

________________________________________________________________

(6) What problem do you face which might stop you attaining your aim to do well?

________________________________________________________________

________________________________________________________________

________________________________________________________________

(7) List down at least 3 things that makes you like day school

(i)  

________________________________________________________________

________________________________________________________________

________________________________________________________________
(8) List down at least 3 things that you dislike about day school

(i)

(ii)

(iii)

(9) If you were offered a chance to transfer to a boarding school immediately, what would do?

(a) I would be very happy to take the offer and I would plead with my parents to allow me transfer [ ]

(b) I prefer to remain in day school [ ]

(c) I am not sure what I would do [ ]

(10) If your answer for number 9 is 'a' or 'b' give reasons for your possible decision.
APPENDIX C

OBSERVATION SCHEDULE

(1) Number of classrooms

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(2) Classrooms size

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(3) Number of laboratories and size

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(4) State of buildings in the school

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(5) State of staffroom

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
(6) State of principal's office

----------------------------------------------------------------------------------

(7) State of school library if any

----------------------------------------------------------------------------------

(8) Any signs of ongoing physical development

----------------------------------------------------------------------------------

(9) State of school playing fields

----------------------------------------------------------------------------------

(10) General atmosphere in the school

----------------------------------------------------------------------------------

(11) Students Discipline

----------------------------------------------------------------------------------
(12) State of school compound in general

(13) Accessibility to the school

(14) Distance from the nearest town

(15) Economic activity in the area
Dear Principal

Re: Assistance in Field survey

Please fill the enclosed principals’ questionnaire and also kindly facilitate for your Form II students to fill the students’ questionnaire. I need the data for my project in pursuit of a M.Ed at Kenyatta University. The study is based on Day Secondary School and your school has been randomly selected for field survey.

Be assured that data collected will be treated confidentially and strictly used for the study at hand. Do not indicate the name of your school on the questionnaire.

I will be most appreciative if you accept to participate in this study.

Yours sincerely

Hannah N. Waime
Principal, Kamunyaka Kiumu Secondary School.