

**STUDENT ENROLMENT AND SELECTION OF PUBLIC DAY  
SECONDARY SCHOOL IN MAGUMONI DIVISION,  
MERU SOUTH DISTRICT,  
KENYA**

**BY**

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE  
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## DECLARATION

I James M Njoka do hereby declare that "*student enrollment and selection of public day secondary schools in magumoni division, meru south district, Kenya*" is entirely my own original work, expect where acknowledged, and that it has not been submitted before to any other university or institute of higher learning for the award of degree

Signed ...  .....

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Date... *20/04/09.* .....

## APPROVAL

This project has been submitted for examination with my approval as the candidate's university supervisor.

Signed ~~Nabuseeta~~.....

NABUSETA TALIGOLA

A handwritten signature consisting of the number '60' above a horizontal line and the letters 'WU' below it, all enclosed within a hand-drawn circle.

Date 20/04/09.....

## DEDICATION

To God the almighty for sustenance and my well being, my dear parents Virginia Njoka and Gilbert Njoka, who have been a great inspiration in my life, and have taught me the essence of hard work.

## TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS .....	v
ACRONYMS .....	viii
ABSTRACT.....	ix
CHAPTER ONE .....	1
1.0 Introduction.....	1
1.1 Background to the problem.....	1
1.2 Statement of the problem.....	3
1.3 objective of the study .....	4
1.4 Research questions.....	4
1.5 Scope of study.....	4
1.6 Significance of the study.....	4
CHAPTER TWO .....	6
LITERATURE REVIEW .....	6
2. 0 introduction .....	6
2.1 conceptual framework.....	7
2.2 Nature of day secondary schools in Kenya.....	8
2.3 social economic constraints facing day schools in Kenya.....	9
2.5 Why students prefer day sec schools over boarding schools.....	10
CHAPTER THREE.....	12
METHODOLOGY .....	12
3.1 Introduction.....	12
3.2 Design .....	12
3.3 Locale.....	12
3.4 Target population .....	12

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3.5 Sampling procedure.....	13
3.6 data collection instruments .....	13
3.8 Reliability of instrument .....	13
3.9 Validity of instruments .....	13
3.10 Data collection procedure .....	14
3.11 Data analysis and interpretation.....	14
3.10: Data collection procedure .....	14
3.11: Data analysis and interpretation.....	14
<b>CHAPTER FOUR.....</b>	<b>15</b>
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION .....</b>	<b>15</b>
4.0 Introduction.....	15
4.1 What are the social and economic constraints facing day secondary schools? .....	15
4.1.1: Does the school have enough teachers and in which area is the school under-staffed?.....	15
4.1.2: Is your school affected by drop out/wastage rate?.....	16
4.1.3: Does the mushrooming of the schools affect the learning in your school? .....	17
4.1.4: Rank the following as the causes of drop-out among students in your school .....	17
4.1.5: What is the entry behavior of the students that you handle in your classes?.....	19
4.1.6: Do you experience any problem in the school?.....	20
4.7 Problems experienced in day schools. ....	20
4.1.7: Which area do your school have shortage in facilities?.....	21
4.1.8: Before joining the school, did you receive any admission letters to other schools? ...	22
<b>CHAPTER FIVE .....</b>	<b>23</b>
<b>SUMMARY CONCLUSION AND RECOMMEDATION.....</b>	<b>23</b>
5.0 Introduction.....	23
5.1 Summary of the Research finding.....	23
5.2: Discussion.....	24
5.2.1: To determine the social and economic constraints /problems facing day secondary schools in Magumoni division.....	24
5.2.2: To establish the sources of finances used in running day secondary schools.....	25

5.2.3 to find out the role of day secondary schools in provision of secondary education .....	27
5.2.4 To investigate the reasons behind students' preference to day secondary schools over boarding secondary schools .....	27
5.3 Recommendation.....	28
5.4 Suggestions for Further Research .....	29
5.5 Conclusion .....	29
<b>REFERENCES.....</b>	<b>30</b>
APPENDIX 1.....	33
QUESTIONNAIRE FOR HEAD TEACHERS.....	33
APPENDIX II .....	35
QUESTIONNAIRE FOR STUDENTS .....	35
APPENDIX III.....	37
TEACHERS' QUESTIONNAIRE .....	37
APPENDIX IV.....	39
QUESTIONNAIRE FOR B.O.G.....	39
APPENDIX V .....	41
INTRODUCTION LETTER .....	41
APPENDIX VI.....	42
A APPENDIX X: MAP OF MERU SOUTH DISTRICT SHOWING MAGUMONI DIVISION .....	43
MERU SOUTH AND NEIGHBOURING DISTRICT .....	43



## LIST OF TABLES

1. Conceptual frame work .....	7
2. Department distribution of teachers .....	16
3. Dropout wastage rate .....	16
4. General causes of dropout in day secondary schools .....	18
5. Causes of dropout in day secondary schools based on a selected classes .....	18
6. Causes of dropout .....	19
7. Students' entry behaviour .....	19
8. Students' entry behaviour .....	20
9. Problems experienced in day schools .....	20
10. Areas affected by shortage of teacher's in day schools .....	21
11. Areas affected by shortage of facilities .....	22

## ACRONYMS

KUNIT	Kenya National Union of Teachers
MOEST	Ministry of Education Science and Technology
FPE	Free Primary Education
CPE	Certificate of Primary Education
TSC	Teacher Service Commission
SPSS	Statistical Package for Social Sciences
CDF	Constituency Development Fund
LATF	Local Authority Transfer Fund.

## **ABSTRACT**

*This study set out to explore the student enrollment and selection of public day secondary schools in magumoni division, meru south district, Kenya” In this chapter the major findings of the study are discussed and interpreted.*

*The discussion of the findings of the present research was based and centered on the major research objectives and questions directing the study. To determine the social and economic constraints /problems facing day secondary schools in Magumoni division, To establish the sources of finances used in running day secondary schools, to find out the role of day secondary schools in provision of secondary education, to investigate the reasons behind students’ preference to day secondary schools over boarding secondary schools*

*Based on the results this study recommends the following: The government and the stakeholders to increase secondary schools allocations or make it free starting with the day secondary schools where the question of boarding fee is not pre requisite, The government to ensure equity in teaching staffs in all disciplines, The problems of drugs and substance abuse should be addressed so as to save the drop out and wastage rate in the secondary schools level, The influx caused by the free primary education since the year 2003 can only be counteracted by an increase of day secondary schools which do not call for heavy investment or initial cost.*

# CHAPTER ONE

## 1.0 Introduction

This chapter gives a general introduction to the problem. It covers the background to the problem, statement of the problem, objective of the study, research questions, significance of the study, limitations, and definitions of terms and the organization of the rest of the study.

## 1.1 Background to the problem

Though basic education is a pre-requisite for national development, the role-played by secondary and university education cannot be overemphasized. Generally the government spends over 50% of its expenditure on education. A bigger share goes to primary education and only a small portion is shared to other sectors of education. According to laws of Kenya, [children's act cap.586] basic education has been declared a human right and so far a right of every child. This is because education is considered as a pre-requisite for child's survival in the world. Several attempts have been made to provide this basic right to children since the attainment of independence in Kenya. Through various education commissions the education sector has undergone several changes. The Binn's (1952) recommended the establishment of secondary boarding schools. It also recommended the need for local initiate in education sector through the development of governing boards for most schools. Africans were to be involved in running schools though the government assumes that those students who complete standard eight and fail to join secondary schools are absorbed in vocational institutions, this has not been true. To majority of these students that is the end of formal education. The standard newspaper (2006) points out that nobody is keen to see and solve this problem.

Kenya national union of teachers (KNUT), which is plays a major role in education, is mostly concerned about salaries of teachers. According to Fatuma (2006) one phenomenon that sprung up a few years before attainment of independence was harambee (self-help) movement. The importance of this movement was to pull resources together for national building.

In many places especially where opportunities for secondary education were poor the old tradition of independent schools movements in Kenya was maintained in a new wave of voluntarily self help schemes to build embryo secondary schools, interestingly which are Day secondary schools. Taking their name from President Kenyatta's famous slogan harambee (let us pull together) these schools were called harambee schools. Schools like chavakali in Western Province were started through harambee. According to Furley (1972) the school was to be a day school with a strong agricultural vocational bias started by parents of the catchments area.

By 1964 there were about 50 schools of this category. Nearly all these schools were unregistered and therefore technically in breaches of the education act. By 1965 they had constituted about one third of the secondary schools in the country. These schools sprung up largely because parents saw a decline in educational opportunities as primary schools expanded. In 1964/5 in spite of 22.6 per cent increase in the number of secondary schools places, the enrolment as a percentage of those completing their primary education actually fell 25 percentage Harambee schools usually began as single stream day schools teaching form one and form two. Educators and planners alike were extremely alarmed at this trend. The planners and educators were concerned about there fast growing schools with unqualified teaching staff and poor facilities which would produce disastrously poor results and likely to cause resentment and political un-rest. The planners and educators were generally in favor of enlarging existing secondary schools to four streams for boarding schools and three streams for day schools. The planners and educators also hoped that harambee schools would confine themselves to forms one and two, them the students with good results could go to government aided schools. To curb the growth of day schools the ministry of education tried to set up controls and stipulated that a community had to raise at least Ksh 20,000 before establishing a harambee schools. Furley, (1972) argues that the public criticized this policy and seized the initiative and in sensual showing the ministry of education the way forward, the unaided harambee schools continued to increase at an alarming rate. In 1968 out of the 369 unaided schools about 232 were run on harambee spirit or effort. By the mid 1970s harambee schools along with other unaided institutions such as private schools were already catering for more than half of Kenya's secondary schools

population. (Mwiria 1990) shows that by 1979 there were 1,319 assisted and unaided harambee schools with a total enrolment of 222,952 students compared to 418 government aided schools with an enrolment of 148,357 as shown in table 1.2 Secondary and university education is a pre-requisite for economic take off. It is basically the source of expertise and technology that is required for industrialization. In most developed nations provision of basic education has been extended to secondary level. It is from this scenario that a nation cannot progress to a state of economic take off, unless it invests in education. Though the ministry of education science and technology (MOEST) has incurred a lot of expenses to provide high school education, it has not fully succeeded. The ministry cannot build new secondary schools and provide all teaching and learning materials. Through the recommendation of Kamunge report (1988), there was need for cost sharing to meet educational cost. The same idea was utilized to set up harambee secondary school. In most part of the country the harambee schools died slowly. Today the phenomenon of day schools has received an upper hand in most regions in Kenya. Consequently, they are playing a very significant role in absorbing standard eight pupils into secondary education, yet there are so many constraints faced in this noble obligation. A need therefore arose for an in-depth study on these problems/ constraints of public day schools.

## **1.2 statement of the problem**

The government of Kenya introduced free primary education (FPE) in 2003, as a result there has been an increase in enrolment in all classes in primary education. This programme increased the demand for secondary education after completing the primary cycle. These day schools were haphazardly started and faced many constraints. This study seeks to find out the constraints facing day secondary schools in an attempt to cater for the increase demand for secondary education. Magumoni division consists of thirteen day secondary schools which face enormous problems due to social, economic and political factors. My study seeks to establish these constraints with an intention of finding a lasting solution.

### **1.3 Objective of the study**

The following were the objectives of the study-

1. Nature of public day sec schools in Kenya/ Magumoni Division
2. To determine the social and economic factors that affect student's enrollment and selection of public day secondary schools in Magumoni division.
3. To establish the sources of finances used in running public day secondary schools.
4. To investigate reasons why students prefer public day secondary schools over Boarding secondary schools.

### **1.4 Research questions**

1. What are the social and economic constraints facing day secondary schools?
2. Which are the main sources of funds used to run day schools?
3. Why do students prefer day secondary schools to boarding secondary schools?

### **1.5 Scope of study**

The study only covered public day schools in Magumoni division of Meru South District Eastern province Kenya. The division was selected so as to make a thorough study of the area.

### **1.6 Significance of the study.**

The study was useful in the following ways:

The study will isolate the problems or constrains facing public day schools, it will helps in identifying the people involved in financing day schools and other sources of finances, it sheds light on the percentage of students who join secondary through day schools, it will gives the magnitude of the students who would like to join secondary schools but are hindered by the cost involved, it will identifies reasons why students like day schools, the ministry of education may utilize the findings to eliminate those problems, the teachers may use the findings to improve the students' performance, the board of Governors, Parent, teacher association and District development committees may accept the recommendation in order to improve academic performance, the head teachers may utilize the findings to work

for ways and means of correcting the situation and parents may utilize the findings and adopt the recommendation for the benefits of their children.



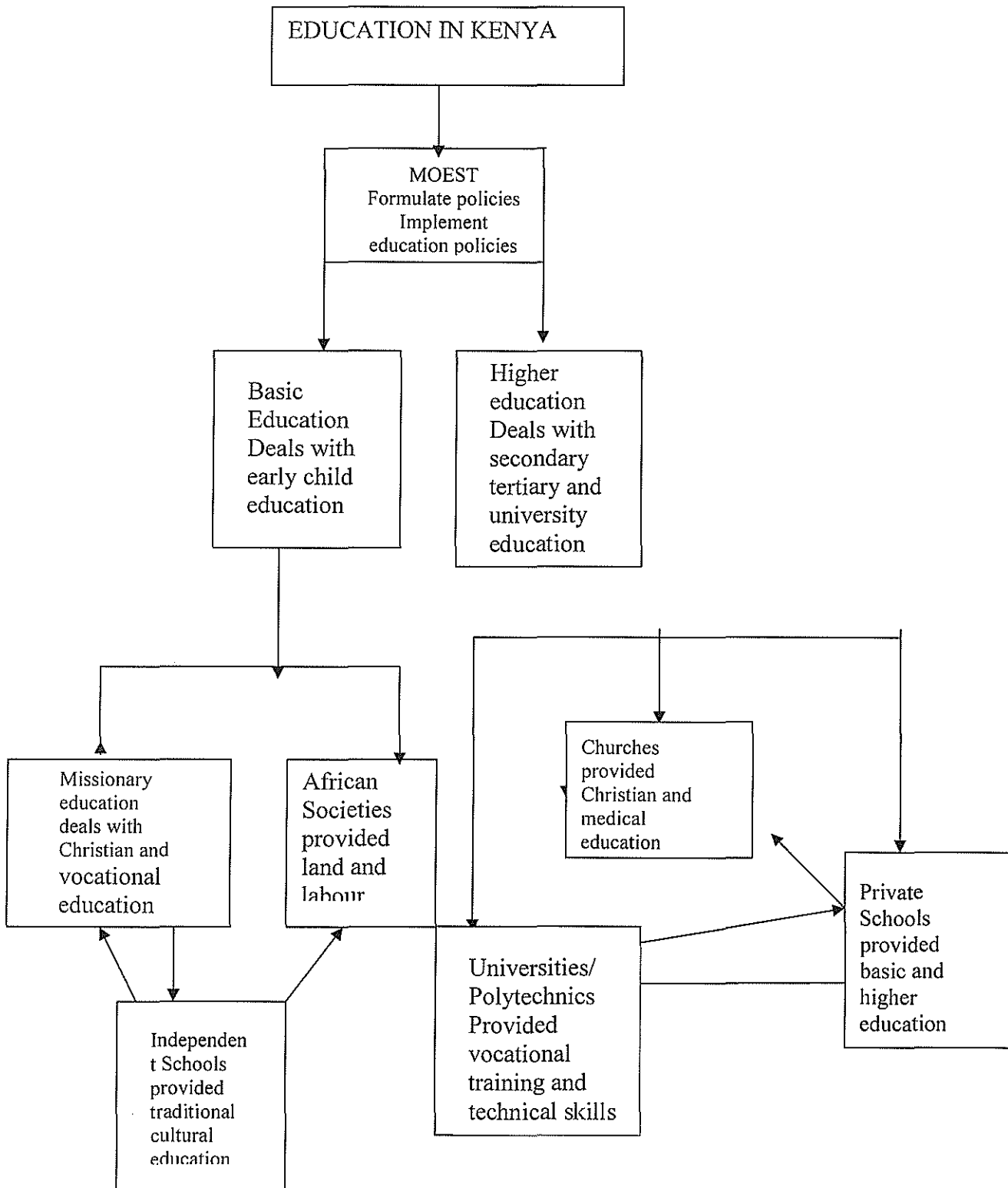
## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2. 0 Introduction**

This chapter shows the conceptual frame work, the nature of public day sec school in Kenya. Social economic constraints facing public day sec schools, in Magumoni division. The sources of finances used in day sec schools and the reasons why students prefer public day sec schools over public boarding secondary schools.

## 2.1 Conceptual framework



## **2.2 Nature of day secondary schools in Kenya**

As far as secondary schools are concerned the number of Harambee secondary schools has surpassed that of government maintained and aided secondary schools.

This point is significant because Harambee secondary schools were started soon after independences, and government maintained secondary schools were started during the colonial period.

One major reason why communities must have given priority to construction of Harambee secondary schools above other institutions of learning was the outcry for secondary education.

At time there were very few secondary schools compared to primary schools. As a result the certificate of primary education examination (CPE) had become a bottle neck.

The unprecedented success of the establishment of Harambee secondary schools led to other levels of the Kenya educational system attempting to use the same approach to their urgent needs.

Since colonial period, secondary education in Kenya has experienced myriads problems, which include gender disparities low transitional rates, financial difficulties, wastages and technological dynamism, among others.

Gender issues have continued to play a key role in the formulation of public policy, not least in education sector, where the gaps in many developing countries remain a challenge.

The apparent discrimination was clearly generated from on already existing. Pedagogy of difference that governed gender relations in Africa which the colonialists in their arrogance did not bother to study and understand Christian missionaries who pioneered the development of western education strongly believed in the ideology of the inferiority of the women by divine order This colonial mentality girls education remained marginalized and of low quality compared to that of the boys. This had negative implication to both secondary education and primary education The enrolment of girls in secondary in secondary schools from the 1960s to 1980's rose faster than that of the boys. Despite the apparent widespread participation of girls at the secondary level, government policies have forced majority of girls into the unaided secondary schools where they are disadvantaged in terms of quality of education

The post independence government's priority was expanding secondary and tertiary opportunities for men so that they could take positions of national leadership.

For example in 1968 there were twice as many government secondary schools for boys than for girls

By 1978 there 235 boys' schools 82 girls' schools and 47 mixed ones. In this case boys had advantage in access to secondary education.

According to government of Kenya (1984) boys secondary consisted 50% of assisted schools 55% of an aided and 68% of maintained schools.

Girls' enrolment rates were very low in some districts like Wajir Mandela Marsabit and Samburu

### **2.3 social economic constraints facing day schools in Kenya**

Secondary education in posts independence Kenya cannot be thoroughly discussed without looking at primary education during the same time.

When Kenya became an independent responsible state in December 1963 the responsibility of financing primary education continued to rest on the shoulders of the African district councils. The councils had been renamed country councils in accordance with the constitution of independent Kenya. The Kenya education act (1968) gave the legal basis of education policies and also streamlined the management of education. The actual administration of primary education was removed from religious organization and placed in the hands of country councils.

The payment of salaries of primary school teachers became the responsibility of teachers service commission (TSC) which had been enacted by national assembly in 1966.

The education act (1968) also gave the ministry of education the control of over curriculum and inspection of primary schools

By 1970 the government realized that the arrangements where by the country councils were charged with the responsibility for administration and financing of primary school education, with grants form central governments were not satisfactory.

The central government therefore assessed full responsibility of primary education. Under this arrangement the parents continued to pay tuition and equipment fees. The building funds for financing the construction of primary education facilities were also paid by the parents.

In 1980 primary education from standard one to seven was free. This meant enrolment for primary school education was at highest level in that year.

The educational commission report (1982) popularly called the Mackay report had significant impacts in primary education and other sectors of education at large.

Its recommendation included.

The primary education system to be extended from seven to eight years

- i) The 'A' level component of secondary be scrapped, reducing secondary education from six to four years.
- ii) Basic education to be extended from at least 3 years to four years

The above general recommendation led to establishment of the 8.4.4 system of education. The introduction of 8.4.4 system was a move to meet the challenges of national development and promote participation of youth in development. The inception of 8.4.4 system of education meant higher budget for the construction facilities for technical education in the primary curriculum. With the achievement of independence in most African countries in the 60s, planners were guided by the human capital and modernization theories, which assumed that education was the most profitable form of investment not only for the society but also for the individual.

## **2.5 Why students prefer day sec schools over boarding schools**

The post colonial government in Kenya invested highly in Education to eliminate illiteracy, poverty and ignorance. This investment was not without many challenges. Various methods have been introduced in Kenya to finance education which includes Harambee, cost sharing and bilateral assistance.

Kenya like other countries in the world is handicapped in provision of basic and higher education. The major challenges include, wastage rate poor transitional rates, gender business, in education and lack of essential facilities.

Some issues in the world like education for all (EFA), millennium development goals, human rights and technological changes have influenced the education sector in Kenya.

Kenya now faced with the concept of free primary education (FPE is likely to have major challenges in the provision of secondary education. There will be more primary graduates whose aim will to be secure secondary school vacancies.

Orodho (2003) argues that secondary school education in Kenya is affected by high cost in terms of fees and other related levies. The situation is likely to persist until a panacea is brought in. otherwise the only workable solution is day secondary schools

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research methodology adopted in this study, it consists its design, locale, population sample, instruments, administration and data collection.

#### **3.2 Design**

The researcher used a descriptive design to study problems facing Day secondary schools in offering quality education. According to Kerhinger (1973) survey method entails an extensive research on the nature of existing conditions. The method helped to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. It was designed to provide information about a population.

#### **3.3 Study area**

The study area was Magumoni Division of Meru South District in Eastern Province. The Division covered the area from the border between the Meru South and Embu District to the area north of River Ruguti. It was one of the divisions in the district that has the highest number of day public schools. Basically that division is between River Thuci and Chuka Town. The Division is transverses by one tarmac road, which runs from Nairobi to Meru town to the south east. It's boarded by Igambango'mbe division and to the north is Chuka division. The economic activities of the people in this division included tea and coffee farming and cultivation of food crops. The choice of the division for the study was influenced by the limitations of time and funds.

#### **3.4 Sample population**

The study population comprised of 1350 students of the 13 day secondary schools in the division 13 head teachers' 70 teachers and 47 members of the board of governor. From the target population the sample size was derived.

### **3.5 Sampling procedure**

The researcher used cluster random and purposive sampling to select 135 students, this was a 10% of 1350 students, 13 head teachers, this is a 100% of the 13 head teachers, 28 teachers, this is a 40% of the 70 teachers and 18 member of board, and this is a 40% of the 47 board of governors.

### **3.6 Data collection instruments**

The study utilized the following research instruments

#### **i) Questionnaires**

These included questionnaire for student, head teachers, teachers and board of governors. The questionnaires were more effective and saved time. The questionnaires were given to respondents who could not be reached using other research instruments.

#### **ii) Interviews**

Interview schedule was developed to solicit information from parents. This instrument was advantageous because it could be used by illiterate respondents.

#### **iii) Observation**

Observation was used by the researcher to get information about the condition of learning and teaching facilities which could not be got by using the above instruments.

### **3.8 Reliability of instrument**

The questionnaires was subjected to validity and reliability checks. To establish validity, the questionnaires were pre tested using identical samples of the population in the specified strata. This enabled the research to establish the content validity of the questionnaire. The questionnaires were given to a few subjects identical to those sampled.

### **3.9 Validity of instruments**

The questionnaires and interview schedules were subjected to validity checks. Due attention was given to suitability of the procedures, size of questionnaires, ease of elicitation of responses from the respondents and comprehensiveness of content. Validity was established by the supervisor.



### **3.10 Data collection procedure**

The researcher sought research authorization permit from MOEST research instruments to the teachers, head teachers and members of the board of governors were given six days to complete the questionnaires, after which the researcher collected them for analysis. The questionnaires for students were administered in different schools at different times but were collected on the same day. The researcher conducted interviews and recorded the responses of the interviews in the interview schedule forms. Observation was continuously used by the researcher to get information on the facilities in the day schools.

### **3.11 Data analysis and interpretation**

All the data obtained through the research instruments was tabulated, evaluated and arranged in themes. The data was subjected to statistical analysis.

### **3.10: Data collection procedure**

The researcher got research authorization permit from MOEST and administered the research instruments to the respondents and obtained the data required.

The teachers, head teachers and members of the board of governors were given six days to complete the questionnaires, after which the researcher collected them for analysis. The questionnaires for students were administered in different schools at different times but were collected on the same day. The researcher conducted interviews and recorded the responses of the interviews in the interview schedule forms. Observation was continuously used by the researcher to get information on the facilities in the day schools.

### **3.11: Data analysis and interpretation**

The researcher analyzed the data using statistics. All the data obtained through the research instruments was be tabulated, evaluated and arranged in themes. The data was subjected to statistical analysis using the computer programmes of analyzing data in social sciences called statistical package for social sciences (SPSS). The findings were presented in tables, graphs, and charts and discussed.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

The study sought to find out the constraints facing day secondary schools in Magumoni Division of Meru South District in Eastern Province.

This chapter presents the analysis of data collected through questionnaires and interviews.

The results were presented and discussed on the basis of the research questions raised in chapter one;

1. What are the social and economic constraints facing day secondary schools?
2. Which are the main sources of funds used to run day schools?
3. What are the community factors that influence the establishment of day schools?
4. Why do students prefer day secondary schools to boarding secondary schools?

### RESEARCH QUESTIONS

#### RESEARCH QUESTION 1

##### 4.1 What are the social and economic constraints facing day secondary schools?

The first research question was; ‘what are the social and economic constraints facing day secondary schools?’ The study sought to establish whether the teachers’ administrations and all stakeholders do experience any form problem(s) in day secondary schools.

Data for the first question obtained from all the respondents sampled for studying secondary schools in Magumoni division of Meru south district via questionnaires and interview schedules.

##### 4.1.1: Does the school have enough teachers and in which area is the school under-staffed?

Table 4.1 below reveals that there is a problem of under-staffing in the schools sampled. The most hit area is that of the sciences 5 (38.5%) followed by the mathematics 3 (23.1%). The least hit field is that% humanities 15.4% followed by of languages 7.8.

**Table 4.1: Departmental distribution of teachers.**

	<b>Freq</b>	<b>%</b>
YES	5	38.5
NO	8	61.5
<b>Subject</b>	<b>Freq</b>	<b>%</b>
Science	5	38.5
Humanities	2	15.4
Mathematics	3	23.1
Languages	1	7.6
Technical	2	15.4
Total	13	100

**Source: Principals**

#### **4.1.2: Is your school affected by drop out/wastage rate?**

Table 4.2 below shows the response from the principals revealing that majority of the Secondary schools are truly affected by the drop out 69.2% of the head teacher agreed that wastage rate is a problem in their schools.

**Table 4.2: Drop out/wastage rate**

	<b>Frequency</b>	<b>percent</b>
YES	9	69.2
NO	4	30.8
Total	13	100

**Source: Principals**

#### 4.1.3: Does the mushrooming of the schools affect the learning in your school?

Table 4.3 below reveals that the mushrooming of the schools in the neighborhood does really affect the smooth learning. The table above indicates that 84.6% do agree with this accusation. The mushrooming of day schools affects the student-teacher ratio, where day schools have overcrowded classrooms while other has barely empty classrooms.

Table 4.3: Response on the effect the mushrooming secondary school

	Frequency	percent
YES	11	84.6
NO	2	15.4
Total	13	100

Source: Principals

#### 4.1.4: Rank the following as the causes of drop-out among students in your school

Table 4.4a, table 4.4b and Fig 4.1 indicate that the principals and the teachers were in agreement that the key cause of drop out in their respective schools is lack of school fees and drug abuse. However teachers differed with the principals on pregnancies as a cause of drop out, while teachers rated it as the major cause of school drop out the principal considered it the least. The leading causes of the school drop out are; lack of school fees followed by drug abuse, indiscipline, pregnancies and insecurity. Insecurity and pregnancies take a very insignificant influence.

**Table 4.4a: General causes of drop-out in day secondary schools**

Causes	Principals		Teachers	
	Frequency	percent	Frequency	percent
Pregnancy	1	7.6	10	35.7
Lack of school fees	4	31	7	25
Drug abuse	4	31	7	25
In-discipline	4	31	2	7.1
Insecurity	0	0	1	3.6
Total	13	100	28	100

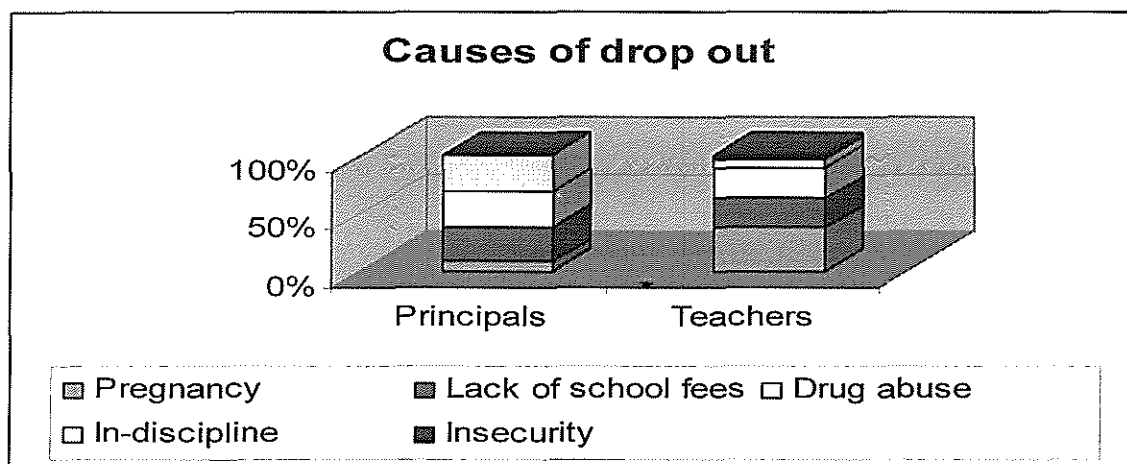
Source: Principals

**Table 4.4b: Causes of drop-out in day secondary schools based on selected cases**

	Pregnancy	Lack of school fees	Drug abuse	In-discipline	Peer influence	Insecurity	Total
A	0	0	1	0	0	1	2
B	1	1	0	1	0	0	3
C	0	3	0	1	0	0	4
D	0	0	0	1	1	0	2
E	0	1	1	0	0	0	2
F	0	1	1	0	0	0	2
G	0	2	0	1	0	0	3
H	0	0	0	2	0	0	2
I	0	0	2	0	0	0	2
J	0	1	0	1	0	0	2
K	0	1	0	0	0	0	1
L	0	0	2	0	0	0	2
M	0	0	0	0	1	0	1
TOTAL	1	10	7	7	2	1	28

Source: Teachers

**Figure 4.1: Causes of drop-out**



**Source: Teachers**

4.1.5: What is the entry behavior of the students that you handle in your classes?

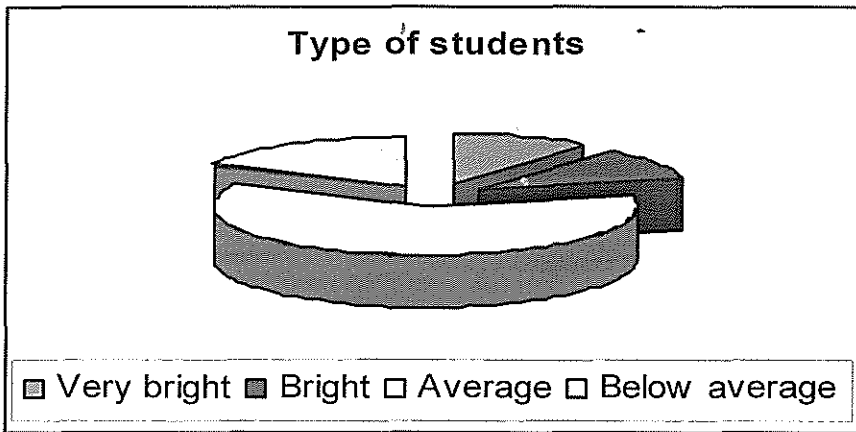
The result of the findings in Table 4.5 and Fig 4.2 below reveals that the majority of the students in their catchment’s area are academically average achievers. A relatively high percentage (22%) of very bright and bright students out numbered that of below average 5%. This shows students who join day schools have potential to do well in national examination just like in other boarding schools.

**Table 4.5: Students’ entry behavior**

	Frequency	percent
Very bright	3	11
Bright	3	11
Average	17	61
Below average	5	18
Total	28	100

**Source: Teachers**

**Figure 4.2: Students' entry behavior**



**Source: Teachers**

**4.1.6: Do you experience any problem in the school?**

Table 4.6 below reveals that majority of the respondents confirms that they do experience problems in their schools while a small Percentage claims that they do not experience problems in their school. 75.6% of the students agreed that they had problems ranging from shortage of school fees to poor learning facilities.

**4.7 Problems experienced in day schools.**

	Frequency	percent	
YES	102	75.6	
NO	33	24.4	
Total	135	100	
SCHOOL	YES	NO	TOTAL
A	7	3	10
B	11	5	16
C	10	7	17
D	9	2	11
E	11	4	15
F	7	2	9

G	10	2	12
H	8	0	8
I	9	3	12
J	6	1	7
K	4	0	4
L	5	2	7
M	5	2	7
TOTAL	102	33	135

Source: Students

#### 4.1.7: Which area do your school have shortage in facilities?

Table 4.7 and Fig 4.3 shows that there are shortages in facilities in the day schools, which include textbooks, desks, games equipments and science equipment. The most seriously hit areas were science equipments, desks and textbooks. School C experiences a serious shortage in the listed facilities while school K enjoys most of the ideal situation in terms of facilities.

**Table 4.8: Areas affected by shortage of facilities in day schools.**

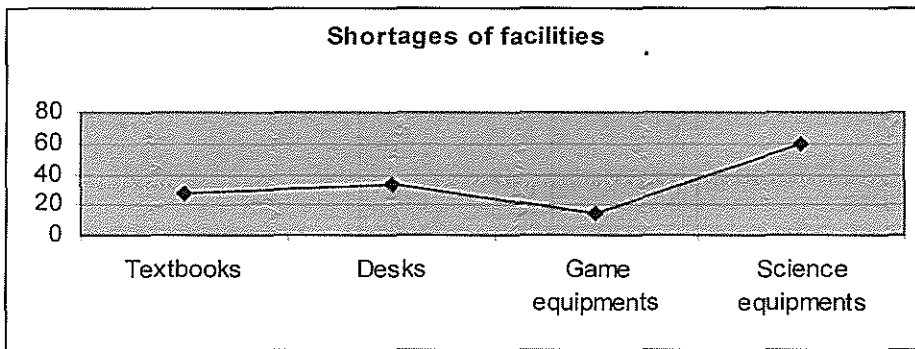
	Frequency	percent			
Textbooks	28	21			
Desks	33	24			
Game equipments	15	11			
Science equipments	59	44			
TOTAL	135	100			
SCHOOL	Textbooks	Desks	Games equipments	Science equipments	TOTAL
A	3	0	2	5	10
B	3	8	0	5	16
C	0	3	5	9	17
D	5	2	1	3	11



E	2	5	1	7	15
F	3	3	1	2	9
G	3	1	1	7	12
H	1	3	1	3	8
I	4	2	0	6	12
J	2	2	1	2	7
K	0	1	1	2	4
L	1	1	0	5	7
M	1	2	1	3	7
TOTAL	28	33	15	59	135

Source: Students

Figure 4.8: Areas affected by shortage of facilities



Source: Students

4.1.8: Before joining the school, did you receive any admission letters to other schools?

Table 4.8 below reveals that 102 of the respondents had received an admission letters from other schools while a relative small number (33) of the students had not got an invitation letters to join other secondary school.

The table reveals that majority of the respondents had qualified to join other schools but due to their reasons they did not honor the admission. This clearly explains why in the sampled schools majority of the students are either bright or average.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMEDATION

#### 5.0 Introduction

This study set out to explore the constraints facing day secondary schools in accessing secondary education in Magumoni Division of Meru south district, Eastern Province. In this chapter the major findings of the study are discussed and interpreted.

#### 5.1 Summary of the Research finding

The findings show that: The major constraints in day secondary schools are inadequate teaching and learning facilities, shortage of funds, wastage rates, lack of feeding programme and understaffing on parts of teachers.

Approach on curtailing the drop out and wastage rate has not been successful, drug and substances abuse, indiscipline and early pregnancies have remained a major threat in the success of secondary education.

Affordable but are also solution for myriad problems experienced in most boarding secondary schools. Day schools really assist students who cannot afford boarding school fees. The parents and generally the community play a very important role in financing day schools in their catchments areas. The government should support this great endeavor in order to attain the millennium goal of education for all.

The role played by the day secondary schools should not be watered down rather the government should encourage more day secondary schools. Some measures should be advanced to promote their growth, for instance the number of the students in a single classroom should be rationalized. This would ensure that quake schools mushrooming all over are checked. On the other hand stakeholders in education should ensure that every qualified student joins high schools. For this to materialize the government should review the

every qualified student joins high schools. For this to materialize the government should review the secondary education particularly the day secondary school in an effort to making it affordable.

## **5.2: Discussion**

The discussion of the findings of the present research was based and centered on the major research objectives and questions directing the study.

### **5.2.1: To determine the social and economic constraints /problems facing day secondary schools in Magumoni division**

Information presented in the previous chapter reveals that the constraints facing and undermining the secondary education in day secondary schools are inadequate teaching staffs drop out and wastage rate, mushrooming of secondary schools and inadequate teaching and learning facilities. This in line with other studies quoted in chapter two. According to Fatuma (2006) one phenomenon that sprung up a few years before attainment of independence was harambee (self-help) movement. The importance of this movement was to pull resources together to finance secondary education.

In many places especially where opportunities for secondary education were poor the old tradition of independent schools movements in Kenya was maintained in a new wave of voluntarily self help schemes which built embryo secondary schools, similar to the Day secondary schools.

This was further confirmed by the comments given by a cross section of the respondents who were interviewed using research questions attached on the appendices. One student said, “We as students do enjoy schooling near our homes where we are able to be with our parents and siblings”, the students who have health problems and school fees difficulties believe that the solution to their problems lies with day secondary schools.

Despite this strong backing of day secondary schools by the government, there are challenges that hinders their prosperities; Table 4.1 reveal that there is shortage of teaching staffs in all

area but the most hit is science 38.5%, mathematics 23.1% humanities 15.5% and languages 7.8% being the least affected. Drop out rate has been cited as a component of constraints facing day secondary schools. The causes of school drop out are ranked as lack of school fees and drug abuse, indiscipline, pregnancies and insecurities as shown in table 4.4. The respondents also admitted that there is shortage of teaching and learning facilities. Shortages were rated as, science equipments 44%, desks 24% textbooks 21% and games equipments 11% were rated in descending order. There were challenges in the learning facilities according to the sampled schools; schools A, B, C, D, E and F enjoyed a high percentage of better learning facilities than any other school. Table 4.9 concludes that majority of the respondents admits that they do experience problems in their schools.

### **5.2.2: To establish the sources of finances used in running day secondary schools.**

The findings in chapter four revealed that generally the issue of finance takes a centre stage in shaping the destiny of the day secondary schools in Magumoni division. Table 4.10 indicates that 63% of the students do complete their secondary education-cycle. However, 37% of otherwise able students are wasted.

Table 4.1.1 reveal that school principals concur in the fact that day secondary schools play an important role in catering for the demand in secondary education.

The source of funds are used to run the schools are; school fee (38.5%), C.D.F & LATF (38.5%), well-wishers, sponsor & donors and income-generating projects each contributing a 7% of the total funding.

The study also established that there are other stakeholders who ensure that extremely good students do not drop out of the school, these are among others the old boy and girls of the respective secondary schools.

Supporting this compassionate step forward, Kombo (2005) in chapter two, observes that societies are stratified into social classes each having economic empowerment. Day schools charge fees, which is much lower than boarding schools. For this reason people in the lower of middle classes prefer day schools.

The educational commission report (1999) on totally integrated quality education and training recommended that education system and training should be integrated with the rural environment in order to respond to the needs of rural population

It also recommended that there was need to develop infrastructure to support education in the rural areas, education should be made accessible to all .If not so the government should be blamed for this failure. In this scenario the government has come in to support day schools through provision of teachers.

The day secondary movement seems now to spreading in most regions in Kenya. Though the government is given credit for liberalizing the educational sector it is common experience that in areas where day schools existed like central Kenya there is a common trend for them to close down due to various problems.

The 8.4.4 system of education which was conceived from the MacKay report (1982) aimed at the having students who are fully prepared to meet the requirement of work at every level.

The standard (2006) shown that many parties have ventured in provision of secondary education with certain degree of success. This has led to the mushrooming of private secondary schools whose education facilities leave a lot to be desired.

It is expected that the day secondary schools will have similar problems like the harambee schools

As Fatuma et al (2006) argues that the government recognizes that adequate physical facilities as well as teaching and learning materials particularly in science and other practical subjects need to be provided if the curriculum is to lead to stated objectives of secondary education.

### **5.2.3 to find out the role of day secondary schools in provision of secondary education**

Data presented in the previous chapter showed that day secondary schools particularly in Magumoni division and the larger Meru south district plays a great role in providing secondary education to those students whose parents and guardian are unable to meet the cost of boarding secondary school as well as those students who are average and whose their marks cannot enable them to join the limited boarding secondary schools. Table 4.15 reveals that 84 respondents (64.4%) could not have pursued secondary schools if there were no day secondary schools. Table 4.16a and 4.16b confirms that over 89% of the students joined day secondary schools because they could not have afforded the school fee of the secondary schools that they were initially admitted for. Tables 4.17a and 4.17b and figure 4.5 clearly outlined the various reasons that inhibited the students from joining the schools admitted initially. These included lack of school fees; health conditions and distance from home.

### **5.2.4 to investigate the reasons behind students' preference to day secondary schools over boarding secondary schools**

Among the suggestion provided on the reasons behind students' preference to day secondary schools over boarding secondary schools is convenience. The school fee is affordable, distance from home to school, availability of qualified teachers, security of students considering that there are schools that very prone to cattle rustlers' ethnic skirmishes distance to the social amenities like health centers among others. Tables 4.18 clearly indicate that the longest distance traveled is about 3.5 kilometers similarly it is also clear that there are very few schools that are above 2.5 kilometers from the residence or its catchments area. On the mode of transport to the schools 91 that is 67% of the respondents walk to and from the schools. On the feeding programmes arrangements 119 (88.1%) of the respondents are actually beneficiary of the lunch arrangements. Table 4.22 on the teaching performance shows that there are no problem in the way the lessons are well attended to by the teachers, no student goes untaught. This has always been the fear with majority of peoples that in day schools teachers do not work professionally. It is prudent to note that one of the major reason why communities must gave priority to construction of harambee secondary schools which are always day schools in nature above other institutions of learning is the outcry for

secondary education. At time there were very few secondary schools compared to primary schools. As a result the certificate of primary education examination (CPE) had become a bottleneck. The unprecedented success of the establishment of harambee secondary schools led to other levels of the Kenya educational system attempting to use the same approach to meet their urgent needs.

Anderson (1969) from the chapter two defines harambee schools as those secondary schools which were established by communities with completely private or local funding for teachers salaries, school facilities, buildings, and recurrent costs. He argues that these schools rose due to failure of government to provide enough educational opportunities at high school

The harambee schools gained a lot of prominence since independence, for example by 1964 we had about 50 harambee schools while in 1970 we had 728 harambee secondary schools.

Mwiria (1985) on the other hand, focuses on historical development of harambee schools in Kenya and points out that they developed out of demand for secondary education.

Meltzer (1975) emphasized the role of public officials in the development of self help projects. The public officials contributed to increment of harambee schools because they initiated a policy of encouraging rural communities to establish schools on a self-help or harambee basis, while Blumer (1962) pointed out that harambee secondary schools grew out of demand for secondary education. They played an important role in student's enrolment to secondary education. By the early years of independence 60% of the secondary students in Kenya were enrolled there.

### **5.3 Recommendation**

Based on the results this study recommends the following:

The government and the stakeholders to increase secondary schools allocations or make it free starting with the day secondary schools where the question of boarding fee is not pre requisite.

The government to ensure equity in teaching staffs in all disciplines.

The problems of drugs and substance abuse should be addressed so as to save the drop out and wastage rate in the secondary schools level

The influx caused by the free primary education since the year 2003 can only be counteracted by an increase of day secondary schools which do not call for heavy investment or initial cost.

#### **5.4 Suggestions for Further Research**

This study was conducted in only one division. Future researchers could extend it to other divisions and districts

A similar study could be extended to private secondary schools

A study could be carried out to assess the perception of parents and other stakeholders on the introduction of free secondary education, particularly with reference to benefits to boys and girls in this era of free primary education.

#### **5.5. Conclusion**

With explicit evidence based on my research, enrolment of students in public day secondary schools in Magumoni Division, Meru South District is by the nature of schools and social economic factors.



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# APPENDIX 1

## QUESTIONNAIRE FOR HEAD TEACHERS

*The purpose of this study is to find out constraints or problems facing public day secondary schools in Magumoni division. Your co-operation and frankness in answering the questions given below will be highly appreciated.*

*All your responses and information obtained from you will be treated with utmost confidentiality and will only be used for analytical purposes.*

*Please respond to all the questions by putting a tick [✓] in the appropriate box filling in the correct information in the places provided.*

1. SCHOOL NAME \_\_\_\_\_ ZONE \_\_\_\_\_

2. YEAR SCHOOL WAS ESTABLISHED \_\_\_\_\_

3. NUMBER OF STREAMS \_\_\_\_\_

FORM 1	FORM 2	FORM 3	FORM 4

4. SCHOOL ENROLMENT

FORM 1	FORM 2	FORM 3	FORM 4
MALE			
FEMALE			

5. What were the reasons behind the establishment of your school?

---

6. Who are the financiers of your school apart from the parents?

---

7. What problems do you encounter while running your school?

---

8. What is the catchments area of the students in your school?

---

9. What kind of students is enrolled in your school?

---

10. Has the introduction of FPE had a negative impact on the available facilities?

Yes  No

If yes, give a brief explanation of the current situation in your school.

---

11. Are there students who drop out from school due to lack of school fees?

Yes  No

If yes, how many have dropped \_\_\_\_\_

11. Please make other general comments regarding the day school in your area.

---

---

*Thank you for your co-operation*

## APPENDIX II

### QUESTIONNAIRE FOR STUDENTS

*The purpose of this questionnaire is to find out the problems facing public day schools in Magumoni division. Your co-operation and frankness in answering the questions below will be highly appreciated.*

*All information obtained from you will be treated with utmost confidentiality and will only be used for analytical purposes.*

*Please respond to all questions buy putting a tick [√] in the appropriate box or filling the correct information in the places provided.*

*Do not write your name in this questionnaire.*

1. Before joining this school, did you receive any admission letters to other schools?

Yes [ ] No [ ]

If yes, name the school or schools. \_\_\_\_\_

2. Why did you opt for a day school and not for other types of schools?

\_\_\_\_\_

3. Do you experience any problems in your school?

Yes [ ] No [ ]

If yes, please identify them. \_\_\_\_\_

4. Is there anyone else who pays schools fees for you other than your parents?

Yes [ ] No [ ]

If yes, name them. \_\_\_\_\_

5. Could you have pursued secondary education if there were no day schools in your area?

Yes  No

If no, give the reason. \_\_\_\_\_

6. How many members of your former standard eight classes are in the same school with you? \_\_\_\_\_

\_\_\_\_\_

7. How far is your school from home? (Approximate in kilometers).

\_\_\_\_\_

8. What mode of transport do you use to go school? \_\_\_\_\_

9. Does your school have a school-feeding programme?

Yes  No

(a) If yes, who finances it? \_\_\_\_\_

(b) If no, who caters for your meals? \_\_\_\_\_

10. Suggest ways that can make learning conducive in your school? \_\_\_\_\_

\_\_\_\_\_

*Thank you for your co-operation*



## APPENDIX III

### TEACHERS' QUESTIONNAIRE

#### CATEGORY A

1. (a) Name of school \_\_\_\_\_
- (b) Teaching experience in years \_\_\_\_\_
- (c) Employers, tick appropriately  
(i) TSC  (ii) BOG  (iii) any other \_\_\_\_\_
- (d) Professional qualification; tick appropriately  
Bachelor's degree  Diploma  any other \_\_\_\_\_

#### CATEGORY B

1. (a) Do you experience any problems while teaching in your school?  
Yes  No
- (b) If yes, please state the problems
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
2. What type of students do you handle in your classes? Choose
  - (i) Very bright
  - (ii) Average
  - (iii) Poor students
  - (iv) Others \_\_\_\_\_
3. (a) Do all students in your school complete the secondary cycle?  
Yes  No

(b) If no, give the numbers and the causes of drop-out. \_\_\_\_\_

Reasons:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. (a) how do you rate your school in performance against the boarding schools in your area?

Choose one and give the reasons.

(i) V. good [ ]

Reason(s) \_\_\_\_\_

(ii) Good [ ]

Reason(s) \_\_\_\_\_

(iii) Poor [ ]

Reason(s) \_\_\_\_\_

(iv) V. poor [ ]

Reason(s) \_\_\_\_\_

5. Suggest ways that can be used to make your school better.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

*Thank you for your co-operation*

## APPENDIX IV

### QUESTIONNAIRE FOR B.O.G

*The purpose of this study is to find out constraints or problems facing public day secondary schools in Magumoni division. Your cooperation and frankness in answering the questions given below will be highly appreciated.*

*All your responses and information obtained from you will be treated with utmost confidentiality and will only be used for analytical purposes.*

Please respond to all questions by filling the correct information in the spaces provided.

1. School name ..... Zone .....

2. Population of school .....

Form 1	Form 2	Form 3	Form 4

3. When did you join the school as BOG?

4. From your experience, what are some of the problem does this face?

5. How do you solve the problem?

6. Give some of the reasons which influenced you to start this school?

7. How has the establishment of this school affected enrolment in secondary schools? If possible give supporting data.

8. What reasons do parents give as to why they have opted to take their children to this school?

9. Please can you compare fees paid in this school to that paid in boarding school in Kshs?

	FIRST TERM	SECOND TERM	THIRD TERM
Boarding schools			
Your school			

10. What are some of the sources of finance used to run your school?

	SOURCE	KSHS PER YEAR
1		
2		
3		
4		



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*Office of the Director*

-7<sup>TH</sup> SEPTEMBER 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR..... JAMES M. NJOKA.....

REG. #..... BED/10580/61/DF.....

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

STUDENTS ENROLMENT AND SELECTION  
OF PUBLIC DAY SECONDARY SCHOOL IN  
MAGOMONI DIVISION MERU-SOUTH DISTRICT  
KENYA.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH  
HEAD, IN-SERVICE

**A APPENDIX X: MAP OF MERU SOUTH DISTRICT SHOWING MAGUMONI DIVISION**

**MERU SOUTH AND NEIGHBOURING DISTRICT**

