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**PROBLEM FACING DAY SECONDARY SCHOOLS AND THEIR IMPACT ON
ACADEMIC PERFORMANCE IN MAARA SUB - COUNTY IN THARAKA NITHI
COUNTY.**

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**A RESEARCH PROJECT SUBMITTED IN THE PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELORS DEGREE IN EDUCATION IN
THE SCHOOL OF EDUCATION AT MOUNT KENYA UNIVERSITY.**

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CHAPTER ONE

INTRODUCTION

ABSTRACT

The purpose of this study is to determine the challenges faced by public day secondary school head teachers in the implementation of Public Day secondary Education in Tharaka Nithi, Kenya.

This study may provide valuable insights to the government, head teachers of day secondary schools, development partners and the communities on the management challenges likely to be encountered by the day secondary school head teachers in the implementation of the DSE initiative.

The findings of the study may provide the Ministry of Education with data on how day secondary school head teachers are managing the DSE. In turn, the Ministry of Education may be in a position to analyze these managerial challenges and establish their positive effectiveness, in order to take effective measures regarding the management of DSE at school level.

This study will employ a descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a Questionnaire to a sample of individuals (Orodho , 2003). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg & Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The design is suitable for the study because is used to explore and evaluate in detail various challenges faced by public day secondary school heads teachers in the implementation of Public Day secondary Education. Descriptive design is therefore suitable because accurate Information may be obtained for large number of people with a small sample.