

**AN INVESTIGATION TO SCHOOL - BASED PROBLEMS FACING  
MIXED DAY SECONDARY SCHOOLS IN KIAMBU SUB-COUNY,  
KIAMBU COUNTY**

**BY  
ADAMBA TIRUS**

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## **ABSTRACT**

The provision of quality education and subsequent high performance in school is inevitable for the realization of Millennium Development Goals and the vision 2030. Kenya National Examination Council results for public mixed day secondary schools in Kiambu Sub-County has been dwindling on dismal performance mean score of between 4.27 in 2008 and 4.48 in 2012 for the last five years. Factors leading to this problem were not adequately explored. The purpose of the study was to investigate school-based problems facing public mixed day secondary schools in Kiambu Sub-County, Kiambu County. Complaints about the poor performance in Kenya Certificate of Secondary Education examinations from parents, teachers and stakeholders made this area of study one of interest to the researcher. The study was anchored on the B.F Skinners' motivation theory. The study reviewed literature based on research objectives. The study used descriptive survey design combining both qualitative and quantitative research strategies. The target population comprised of 25 public mixed day secondary schools with a total population of 1500 form three students, 50 class teachers and 25 principals. Nine schools constituting 36% of the 25 schools in Kiambu Sub-County will be sampled. Purposive sampling was used in the selection of the nine schools, respective principals and class teachers. From each selected school, 30 Form three students were selected using systematic sampling. Data was collected by use of questionnaire which had both closed and open ended questions. Reliability and validity of the instruments was assessed through a pilot study prior to actual data collection procedure. Computer programmes such as excel were used to analyze both qualitative and quantitative data. Data was presented in pie charts, tables and bar graphs. The study findings established that, most principals held inadequate evaluation of teachers .The findings also established that cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments due to much work load and many classes to teach. The study also revealed that most of the schools had inadequate learning and physical facilities, such as; libraries, laboratories, classrooms and desks. Based on the findings, the study recommends that; in order to improve performance in public mixed day secondary schools: The government should provide teachers to schools so that the teaching load could be minimized hence enabling teachers to perform effectively. School should be provided with learning resources by the government and parents to facilitate learning. Teachers should be provided with the opportunities for more exposure through in service programs.