

**MT. KENYA UNIVERSITY
SCHOOL OF EDUCATION**

**AN INVESTIGATION INTO THE CHALLENGES FACING MIXED DAY
SECONDARY SCHOOLS IN KARAMA ZONE, MERU COUNTY.**

BY

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ABSTRACT

Due to the establishment of many mixed Day secondary schools in Kenya, several challenges have continued to face them. This is especially after the introduction of free primary education (FPE) which resulted to increased number of KCPE candidates who consequently needed admission in the few available secondary schools.

Therefore, this research investigated challenges facing mixed Day secondary schools in Karama zone, Meru County. This aimed at identifying challenges that hinder academic performance in these schools and offer recommendations on the same.

The target population for the study was 1000 which comprised of 4 principals, 50 teachers, 500 students and 446 parents from four schools in the zone.

Out of these schools, random sampling was carried out to select schools, teachers, students and parents for the study. The sample size was determined which consisted of 2 principals, 2 schools, 25 teachers, 30 students and 15 parents or guardians.

Descriptive survey design was used with the questionnaires as the main tools for data collection from the sampled respondents.

An interview schedule was also employed to collect data from the principals. The data which was mainly quantitative was analysed by the use of SPSS and presented in form of tables, frequencies and percentages.

The study considered challenges such as shortage of teachers, inadequate facilities, drug and substance abuse, alcohol, pregnancies, Miraa/khat chewing, lack of role models and also low KCPE entry marks.

The findings of the study indicated that almost all the teachers, students and parents indicated that these mixed day secondary schools are facing many challenges as institutions of learning.

The study therefore recommends that all stakeholders should join hands in finding solutions to these challenges. More fundraisings, allocation of more CDF funds to the schools, hiring more teachers by the government and BOGs, reducing domestic chores to the students, eradicating illicit brews and drug and substance abuse, not forgetting motivation of the teachers in order to produce better results in these schools.

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