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Conflict and Trade-Offs between Efficiency and Access: A Case of Day and Boarding Secondary Schools in Uasin-Gishu District, Kenya

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Abstract
While education is considered to be a human right and need, the delivery of secondary education in Kenya has been slow due to a number of bottlenecks that includes:- one, differential trends in access and participation in secondary school education with low participation of the poor and two, low efficiency and quality of education as indicated in the poor performance.The purpose of this study was to find ways of making secondary school education more accessible and efficient given that day schools are considered to be more accessible but inefficient while boarding schools are less accessible but efficient.Purposive sampling was used to select 12 day and 14 boarding schools whose head teachers and 296 Form Four students in Uasin-Gishu district responded to questionnaires related to academic performance availability of learning facilities, supervisory support of learners, time available for learners private studies and effects of distance walked to school on performance.The findings of the study showed that students in boarding schools generally have better study facilities, receive professional and more supervisory support, that long distance walked to school had negative impact on student performance and lastly students in boarding schools had more time available for their studies.The study recommends that efforts be made to build more day schools and equip them with proper learning facilities for better access and efficiency respectively.
Keywords: Efficiency Trade-offs Conflict

INTRODUCTION

Quality secondary education is indispensable in creating a bright future for the individual and nation alike. It is important to note that the World Bank has been advocating lending for secondary education mainly in countries that have achieved universal access to primary schooling. The bank is also encouraging private and community schools to improve quality and efficiency in education through competition (world bank 2005). The concept of access to secondary education has been explored by researchers amongst them is Psacharopoulos (1995) who has emphasized private and social return to education in trying to justify household and public choice to create more opportunities of access to education.

Expansion of secondary school education has been undertaken in Kenya with remarkable success at least quantitatively to meet the needs of secondary places. In the 1960's and 1970's the government was committed to developing secondary education, but what accelerated the growth of secondary schools in Kenya much faster than Tanzania and Uganda was the harambee spirit, which saw the erection of more harambee secondary schools than those build throug the government efforts. The increase in the number of secondary schools brought the corresponding increase in enrolment (Bogonko 1992)

One of the black spot, however in the expansion of secondary education in 1960's and 1970's was the quality of education as measured by public examinations. The major reasons for deteriorating quality of education at the time was because the harambee schools had immense problems in finding teachers, in providing accommodation and teaching and learning equipments.

By 1984 the quality of education had not increased beyond what it was in 1970. One reason for this deterioration was the increase in the number of candidates sitting for examination without improving quality of secondary schools in terms of teaching and learning facilities.

The development plan of 1989-1993 noted that ".…there has been over-enrolment in harambee and private schools as a result of which the use of facilities and staff has been severely over-stretched". ILO commission to Kenya (1972) had earlier noted the widening gap in the standard of education between government maintained and unaided schools (harambee).

The other contributing factor was that, the cadre of pupils who were admitted to these schools were very different from those entering government schools. Until 1988 secondary schools in Kenya were categorized

as National, provincial, district aided, harambee and private. The best student went to National schools, provincial and district came second in terms of quality followed by government assisted and then harambee and private schools came last. (Bogonko.1992).

It is the combination of these adverse factors, which influenced performance in harambee schools. The Kamunge report (1988) recommended that the government should extend its assistance to harambee secondary schools beyond token qualified teachers by providing commensurate basic physical facilities and equipments to achieve quality and relevance of teaching and learning. Also, selection for the harambee streams and government maintained schools should be done at the same time and be given same status.

Koech report (1999) stressed on the need to make secondary education more accessible through the establishment and expansion of more day schools. The reason behind this was to reduce costs and hence increase access to secondary education. The report stressed that in order to enhance parental contribution and participation, demand on them be kept to the minimum.

The task force on the review and harmonization of legal framework, governing education, training and research (2007) chaired by Kamunge, reported that, the major factors that inhibit access to secondary education are high costs, especially at household levels, limited and underutilized physical facilities, lack of conducive learning environment, illiteracy and lack of awareness on the importance of education among other factors.

The scenario of inequality in performance seems to be in play currently between boarding and day schools. It is important to note that most day schools are also district schools that were started through community initiative (harambee) and many have inadequate learning and teaching facilities. Also the system of admission or selection to Secondary schools has not radically changed since selection is still based on the type of school, namely National, Provincial, District boarding and District day. The best students are selected to National schools while the least performing goes to district day schools.

An examination of economic composition of enrolled students at the secondary level, shows that while primary students are drawn more or less proportionately from all economic groups, secondary students are drawn disproportionately from the upper-income groups.

According to society for international development (2003), in Kenya fewer than 4% of Secondary students were drawn from the poorest per capita expenditure quintile, 7.3% from the lower middle-income group, 11.4% from middle-income group, 16.2% from upper middle while 28.2% are drawn from the richest quintile.

From the statistics it shows enormous challenges that the country must address, that is, in addition to making secondary education affordable, deliberate efforts are required to work towards increasing enrolment among the low-income groups.

The report on the task force on Affordable Secondary Education (2007) in Kenya indicated that among the challenges and issues facing secondary education included;- lack of enough and quality day schools many of which were lacking the essential facilities, high cost of secondary educations and distance to schools.

With the introduction of FSE, it is expected that there will be an increase in secondary enrolment especially in day secondary schools where they are considered to be entirely free from any fee. This is bound to effect efficiency and quality of education as there will be pressure on the human and physical resource, hence, it is important for a trade-off to be reached whereby access in day schools do not compromise on the efficiency and quality of education, while efficiency in boarding secondary schools do not hinder access to students from low income families.

Objectives of the Study

The following are the specific objectives of the study;

(a) To compare differences in academic performance between boarding and day schools.
(b) To establish the relationship between distance walked to school by students in day schools and academic performance.
(c) To determine the degree of supervisory support between student in day schools and those in boarding schools.
(d) To determine the states of learning facilities between boarding and day secondary schools.
(e) To establish the amount of time spent on private studies among students in day and in boarding schools.

Review of Related Literature

Access to quality secondary education in Kenya

The Koech Report (TIQET 1999) observed that " Raising the household share of the unit costs means increasing the proportion of the households who are forced out of the formal education system

The report stressed that parental contributions and participation can be enhanced by ensuring that demand on them are kept to the minimum, and are related to their learning demands process of their children.

In secondary level education the government's role has become increasingly limited to provision of

teachers salaries that take up to 90% of recurrent expenditure for education. Parents have been left to meet the rest of the recurrent costs which include maintenance, physical facilities provision, electricity, water, non-teaching staff emoluments, school uniforms, food stuff etc. The cost of education becomes even higher in boarding schools compared to day schools. This is because day schools expenditure on support staff, water, electricity and security is much less than boarding schools (GoK 2003)

The government education funding policies and priorities as it puts the country on the road to industrialization by the year 2020 are clearly articulated in the Policy Framework Paper (P.F.P), the economic reforms for the period 1996 – 1998.

The policies were aimed at; - reversing the decline in primary and secondary education enrolment and increasing completion rate (in primary and secondary levels) among others.

The Master Plan on Education and Training (MPET), (1998) for the period 1997 – 2010 was another document meant to provide policy direction in preparing the country for the much-vaunted goal of industrialization by 2010. Introducing the document, the then Minister for Education stated that the focus of MPET is the rationalization of financing and governance of education and training for more efficient and effective allocation, mobilization and utilization of resources. The document covered nine key areas among them: and reduction of cost to parents without necessarily increasing budgetary allocations from the exchequer.

In Kenya academic studies that relate to school achievement of students with social background, as a form of social class bias in higher education, have been done. In one such study by Boit (1988) on socio-economic origins of students enrolled in higher education in Kenya, the middle and upper income families whose children were more likely to complete secondary schooling. This was primarily attributed to inequality of access and how participation of children from low status background. The poor tend to be denied access much earlier in their lives by factors, which combine to work against their access to earlier education opportunities such as cultural attitudes, environmental factors and poverty.

In another study by Knight and Sabot (1990) on education, productivity and inequality involving Kenya and Tanzania, the percentage of employees attaining higher level of education increased with parents' education.

In Kenya, 36 percent of employees whose father had no formal education compared to 66 percent for those whose fathers had primary education, and 84 percent of those whose fathers had secondary or higher education. According to Knight and Sabot(1990), this is roughly an indication that children from well-educated family backgrounds tend to have a higher probability of getting secondary education. Children from family background where the fathers had less than secondary education, however, had a lower probability of getting secondary education. In terms of secondary school selection their children world effectively is left competing for secondary places that remain after the children of fathers with secondary education have claimed their places (Knight and Sabot 1990).

According to Knight and Sabot (1990), equalization of opportunities at the lower secondary level through quantitative expansion does not therefore necessarily equalize opportunities at the next level. Proportionately, fewer children from less privileged backgrounds tend to get promoted into the tertiary system. This has the effect of increasing inequality in the distribution of places at tertiary level and disproportionately benefiting children from more privileged background. Consequently intergenerational mobility gains achieved in a democratized and even reversed at the tertiary level.

It is argued that without government intervention in education only individuals who could afford to pay tuition fee could enroll (psacharopoulus and wood hall 1985, crew and young, 1977). The consequences being that students from wealthier family backgrounds will have better chance of access to higher education than students from less well to do families.

Economic analysis of the private demand for education must take into account a number of factors that help to determine demand, such as the private cost of education including both earnings forgone and fees and other direct costs such as expenditure on books or materials (Psacharopoulos 1985).

Another similar investigation (Armitage and Sabot forthcoming) concluded that subsidies for government secondary schools in Kenya should be substantially reduced.

According to their argument the very strong private demand for schooling in Kenya lead to the rapid expansion of relatively unsubsidized private and Harambee schools. Armitage and Sabot estimated that government schools yield returns 50% higher than Harambee schools, and therefore argue that fees could be raised substantially in government schools without reducing demand (Armitage and Sabot forthcoming)

In the 1960's and 1970's the Kenyan government was committed to expanding secondary education as envisaged in the Ominde report of 1964 and Gachati report of 1976. The expansion of secondary education at the time however led to the poor quality education as measured by public examinations. One of the causes of poor quality secondary education was the problem of providing adequate accommodation and equipment in harambee schools.

By 1984 the quality of secondary education in Kenya had not improved beyond what it was in 1970.

One reason for this deterioration was the increase in the number of candidates sitting examination without improving the quality of schools.

The development plan 1989-1993 noted. There has been over enrollment especially in harambee and private schools as a result of which the use of facilities and staff has been severely overstretched" Sessional paper No.1 of 2005 on a policy framework for education training and research, observed that among the factors constraining growth in secondary school enrolment is lack of adequate secondary schools to match that of primary. In 2003,for example there were 3,661 public secondary schools, compared to 18,081 public primary schools. The other factors that hindered access to secondary education were high cost and poverty, high cost of teaching and learning materials, school uniforms, transport, and extra expenses for private tuition and negative effects of HIV/AIDS pandemic. In addition, was the cost of secondary education in boarding schools, which is higher than day schools by more than 50%.

On the other hand also secondary school education has been characterized by poor quality education as measured in examination performance.

In Kenya therefore, schooling is less affordable for the poor than for non-poor. This explains why there is greater disparity across economic groups in secondary than in primary enrolment ratios. In Kenya, the private cost of secondary schooling is significantly greater than that of primary schooling (Deolalikar 1999). For the poor basic survival necessitates that they spend most of tier income on food, making education a second consideration. Data shows that the poor spend much more on food than on education. (NGO Council 1997).

The exclusion of the poor especially from secondary education means that they do not eventually get access to higher education and thus have little chance of upward social and economic mobility.

Despite increases in public resources devoted to education (Kf 1,3569 million in 1995/96 financial year up from Kf 514.8 in 1990/91 representing an overall increase of 263.6 %) there is growing concern for poor standards and falling primary and secondary school enrolments and disparities in access to higher education {Reform Agenda for Education sector in Kenya}

The introduction of FPE in 2003 by NARC Government, increased enrolment, however, the standard of education was by large, compromised. It is also doubted, that the large number of standard eight graduates from FPE may bring down the quality of education in secondary school which are ill equipped to handle the increased enrolment.

Sample and Sampling procedures.

A purposive sampling technique was used to select 26 secondary schools, that is 14 boarding schools 12 day schools. The schools were selected as follows; the best 6 and the last 6 day schools, and the best 7 and the last 7 boarding schools according to 2005 KCSE results. The main reason for the selection was to identify causes of the fairly good and low performance in day and boarding schools. It was also used so as to include all the groups, that is low and high performing day and boarding schools.

On student sample, stratified sampling was used to sample 166 form four students from boarding and 130 from day schools. The stratification was based on the type of school, that is boarding and day schools while selection of students was based on the proportion of the population of those learners in boarding and day schools also respective schools.

Data collection instruments

The main instruments used to collect data were questionnaires.

The questionnaires to students were modified to reflect conditions of secondary students in Kenya through using variables generated from target population. The language used modified, to make it easier for the student to understand. Questionnaires for students contained close-ended while those for head teacher's contained both open and closed ended.

Reliability

A pilot study involving Cronbach technique was used to determine the internal consistency of questionnaire.

Pre-constructed questionnaires were administered to six heads of schools (3 boarding and 3 day schools) and 60 form four pupils, similar to those in the final study. When Cronbach coefficient alpha was computed it was found to be 0.75, indicating consistency among the items measured.

Data Analysis

The techniques used to analyse data were quantitative and qualitative analysis. Descriptive statistics, including mean, standard deviation and frequency tables were used to summarize and interpret the data collected. ANOVA and Tukey hsd technique were used to find out whether there was a significant relationship between distance walked to school and performance of learners at 0.05 levels of significance. Chi-square analysis technique was used to test whether there was significant difference in availability of study time, between day and

boarding schools.

FINDINGS

Comparisons of Learners performance, between boarding and day schools.

Table 1 below shows the mean of the 14 boarding and 12 day schools K.C.S.E examination results for a period of 4 yeas that is, from 2002 to 2005.

Table 1: Exit mean marks for boarding and day schools.

Type of school	N	Mean	Standard deviation	Standard Error of the Mean
Boarding	14	6.8429	0.58476	.15628
Day	12	4.5542	1.01009	.29159

As indicated in table 1, boarding schools had a mean of 6.8429 while day school mean for the period was 4.5542. This result indicates that boarding schools generally performed better than day schools for the period under review.

Distance Walked to School

This variable was measured, by asking the learners to state the distance walked to school as follows: <1 km, 1-3 km, 4-5 km and > 5 km. Distance walked to school was then compared with average test performance of learners in forms 1 to 3. Learners in boarding school were assumed to walk zero distance.

The student's responses are as shown in table 2.

Table 2: Distance Walked to school and Learner's Performance

Approximate Distance	N	Means Score Of performance at KCSE	Std Deviation
None(boarding)	101	6.2792	0.5273
< 1km	26	4.7154	.6246
1-3 km	39	4.5692	1.0079
4-5 km	15	4.4333	.4670
>5 km	14	3.9000	.3113

From table 2 the mean score of 101 respondents who were in boarding school (assumed to walk zero distance) was high (6.2792) compared with learners who were in day schools. Learners in day schools who walked shorter distances also performed well as compared to those who walked long distances. For example those who walked less than 1km had a mean of 4.7154 while those who walk >5km had a mean of 3.900.In other words there were a correlation between distanced walked and academic performance, with those walking long distances less likely to do well than those walking shorter distance.

In order to determine whether there is a significance relationship between distance walked to school and learners performance. ANOVA test was carried out and the results are as shown in table 3 below.

Table 3: ANOVA on distance walked to school and performance.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	162.645	4	40.661	1.00E+31	.000
Within Groups	24.641	190	1.991		
Total	187.286	194			
		.000			

Table 3 above shows that there is a significant relationship between distance walked to school and performance as indicated by a small significance value of 0.000 which is less than the confidence level of 0.05.

However, to determine the actual mean difference Tukey HSD was performed and the results is as indicated in table 4 below.

Table 4: TUKEY HSD multiple comparison on distance walked and learner's performance.

(I)Approximate Distance	(J) Approximate Distance	Mean Difference (I-J	Std.Error	Sig.
Boarding	<1km	1.5638000	.12055	.000
	1-3 km	1.7100000	.13326	.000
	4-5 km	1.8459000	.14808	.000
	>5 km	2.3792000	.14464	.000
<1 km	Boarding	-1.5638000	.12055	.000
	1-3 km	.1462000	.09837	.000
	4-5 km	.2821000	.18580	.000
	>5 km	.8154000	.17847	.000
1-3 km	Boarding	-1.7100000	.13326	.000
	1 km	-.1462000	.09837	.000
	4-5 km	.1359000	.17189	.000
	>5 km	.6692000	.16205	.000
4-5 km	Boarding	-1.8459000	.14808	.000
	1-3 km	.2821000	.18580	.000
	4-5 km	-.1359000	.17189	.000
	>5 km	.5333000	.15104	.000
>5 km	Boarding	-2.3792000	.14464	.000
<1 km		.8154000	.17847	.000
	1-3 km	-.6692000	.16205	.000
	4-5 km	-.5333000	.15104	.000

Table 4 indicates that the first four highest mean differences of 2.3792, 1.8459, 1.7100 and 1.5638 were between learners in boarding schools and those in day schools who walked for more than 5km, between, 4-5km, between 1-3km and less than 1km respectively.

From the statistics it appears that learners in boarding school perform much better than those learners in day schools who walk for more than 5km to school. This mean difference reduces as, distance reduces to that it is lowest between learners in boarding and those who walk for less than 1km.

Similarly learners with the least mean differences are those who walk almost similar distance to school. For instance, the least four mean differences were between learners in day schools who walked 1-3km and those who walked 4-5km 0.1359, those walking less than 1km and those walking 1-3km. 0.1462, those walking less than, 1km and those walking 4-5km and those walking 4-5km and those walking more than 5km, 0.5333. From this output it appears that generally learners who walk to school almost similar distance have small mean difference.

Influence of supervisory support/assistance on performance

Table 5 below shows responses of learner's degree of supervisory support by teachers/parents during their private studies

Table 5: Learners supervision by teachers/parents.

School Type	Boarding School		Day Schools	
Supervisory support/assistance	N 166	%	N 130	%
Very Poor	17	10.1	22	16.8
Poor	13	8.2	28	21.3
Fair	51	30.8	59	45.2
Good	50	30	13	10.4
V. Good	35	20.9	8	6.3

Table 5 shows that smaller percentage of learners in boarding received 'Poor'10.1% and 'Very poor' 8.2% supervisory support while a fairly high percentage among the learners in day school indicated that they had 'Poor' 16.8% and 'Very poor' 21.3% supervisory support during their private studies .

Comparing learners responses on whether they had 'Good' or 'Very good' supervisory support between boarding and day school, the results indicates that more than 50% of the learners in boarding school had 'Good' or 'Very good' supervisory for support whereas only 16.7% among learners in day school indicated that they had 'Good' or 'Very good' supervisory support.

In conclusion, therefore, learners in boarding schools appear to have high chances of being assisted/supervised not withstanding the fact those who assist/supervise them are professional teachers as

opposed to those in day schools.

State of Study Facilities

Information concerning learners study facilities that is state of study chairs, tables, study rooms and lighting were obtained and recorded as shown in table 6.

Table 6: State of Study Facilities

	Boarding School		**Day School**	
	N	**%**	**N**	**%**
State & ava. of study Rooms	**N (165)**	**100%**	**N (130)**	**100%**
V.Poor	02	1.2	35	27.3
Poor	03	1.8	36	27.6
Fair	34	20.3	30	22.7
Good	60	36.7	29	22.1
V.Good	66	40	00	00
State & ava. of Chairs and Tables	**N (166)**		**N (128)**	**(128)**
V.Poor	0	0	7	5.6
Poor	04	2.4	14	10.6
Fair	25	15.0	64	50.4
Good	45	27.4	30	23.1
Very Good	92	55.2	13	10.3
State of Lighting	**N (166)**		**N (130)**	
Very Poor	08	48	22	16.8
Poor	16	9.9	26	19.9
Fair	48	28.9	48	37.2
Good	57	34.3	27	20.3
Very Good	37	22.1	07	5.4

State of Study Rooms

When learners in day school were asked about the availability of study rooms, over a quarter (27%) of the indicated that they did not have study rooms also 27.6% said that their study room were 'Highly inappropriate' while 22.1% indicated that they had 'Appropriate' study rooms. On the contrary only 3% of learners in boarding school indicate that they had 'Very poor' and 'Poor' study rooms while 76.7% indicated that there study room were either 'Very good' or 'Good'.

In the absence of good study rooms' learners in day schools are likely to be affected during their studies since they cannot concentrate, as they are not comfortable

State of Study chairs and tables

On the state and availability of study tables and chairs 5.6% of learners in day school said they did not have them and 10.6% said they had 'Poor' study tables and chairs. Those who indicated that they had either 'Very good' or 'Good' study chairs and tables were 33.4%, over 50.4% said they had fair study tables and chairs. On the other hand none of the learners in boarding schools indicated that they had 'Very poor' study tables and chairs and only 2.4% said they had 'Poor' study tables and chairs. While a larger percentage of 82.6% indicated that they had either 'Good' or 'Very good' study tables or chairs.

The implication of this findings is that learners in day schools may not be able to concentrate and study for a long time since the chairs and tables used are not the comfortable, and appropriate for their studies.

State of Lighting

Concerning lighting 4.8% of the learners in boarding school said that lighting was 'Very poor' compared to 16.8% in day school, on lighting being 'Poor' the percentages were 9.9% and 19.9% respectively. 34.3% of learners in boarding indicated that they had 'Good' lighting compared to 20.3% of learners in day schools. The percentage of learners who said lighting was 'Very good' in boarding and day schools were 22.1% and 5.4% respectively.

Proper lighting is crucial in ensuring that learners have extra time for their own private studies. In most cases learners in both day and boarding schools have little time for their own studies during a school day since they are in class being taught. It is during the night that learners can be able to do their homework and revise what they were taught by teachers, hence lack of lighting for learners will results in learners not able to do their homework and revise thus leading to poor performance.

Time Available for Learner's Private Studies

When learners in day schools asked a series of question leading to establishing the time available for their private studies a weekday and a weekend, the outcome is as shown in table 8

Table 8 shows the average number of hours available for learners private studies for both day and boarding schools in a weekday and a weekend.

Table 8 below gives a summary of amount of time available for student's private studies in day and boarding schools.

Table 8: Time Available in a Weekday and a Day in a Weekend for learners private studies

School type	Average Hrs in a Week day	Average Hrs in a day of a weekend
Boarding	4.2	6.5
Day	2.3	2.1

Table 8 gives a summary of the average number of hours available for student's private studies in a weekday and in a weekend.

From the table results indicates that boarding schools have more hours for learner's private studies both in a weekday and in a weekend. Boarding school on average had 4. 2 hours in a weekday and 6.5 hours in a weekend, while day schools learners had 2.3 hour and 2.1 hours respectively.

There is, therefore, a clear difference in time available for learner's private studies between learners in boarding and day schools, learners in boarding schools, have more time for private studies compared to those in day schools.

Study time is used for doing homework, revising for examination and discussion. In the above situation learners in day schools are disadvantaged as they have little time if any, this combined with other factors could be attributed to relatively low performance among learners in day schools.

DISCUSSION AND CONCLUSION

From the analysis of performance it is clear that boarding schools generally performs better than day schools. The mean of KCSE results of boarding and day schools for the period 2002 –2005,was 6.8429 and 4.5542 for boarding and day schools respectively. The relatively low performance in day school were attributed to a number of factors, which include, lack of adequate study facilities, long distance walked to school, lack of professional supervisor during their private studies and limited time for private studies.

The study also found that there was significant relationship between distance to school and student's performance. The study found that learners in boarding school had a larger mean difference 2.3792 with those who walked for more than 5km, and fairly smaller difference 1.5638 with those who work less than 1km to school, on the other hand those learners in day schools who walked to school almost the same distance had small mean difference for instance, those walking 1-3km and 4-5km had mean difference of 0.1359, those walking less than 1km and those who walked 1-3km had a mean of 0.1462.

The study findings on learners supervisory support show, that learners in boarding schools receive more supervisory support from professionally trained persons during their private studies as compared to assistance learners in day school receive from their parents/guardians. Learners in boarding schools who said they had "good" and "v.good" supervision by teachers were 50.9% as compared to 16.7% who said they received "good" and "v good" supervisory support in day schools. On the contrary, smaller percentage (18.3%) of learners in boarding schools indicated that they had 'poor' and 'v.poor' supervisory support as opposed to a fairly high percentage (38.1%) of learners in day schools.

The fact that a large percentage (64.6%) of learners in a day school did have highly inappropriate rooms for studies could be attributed to lack of knowledge of what is appropriate as study rooms. It is possible that some children could not be studying while at home because of luck of the study rooms or the kind of room used for their studies are not appropriate.

There was significant relationship between the type of school and time available for learners' private studies. The findings could be attributed to the facts that parents of students in day school could be engaging the services of their children in other family activities while at home at the expense of the learners' studies. Due to high level of poverty in most rural areas in Kenya students are used by parents/guardian to generate additional income to the family and other related activities. It is not surprising that most of the students in day schools, on reaching home in the evening and over the weekend, are made to assist their parents in such activities as tilling family land, collecting firewood, looking after family animals, e.t.c therefore, eating into the learners study time. This eventually may be reflected in poor performance in their examination results.

Recommendations

The following recommendations are made arising from the study findings.

i. In order to improve performance in day schools it is recommended that the system of admission to form one be streamlined to ensure that boarding schools are not be given priority to select learners to join

form one with fairly high marks in Kenya Certificate of Primary Education at the expense of day schools. In other words there should be no discrimination when selecting learners to form one based on the type of school as is the case now.

ii. In order to deal with the problem of lack of study facilities the government and stakeholders should ensure that adequate and proper learning facilities including chairs, tables and study rooms are made available to all schools, and particularly day schools.

iii. Once learning facilities have been availed in day schools as indicated in (ii) above, learners should be made to access and utilize them at all times. This is only possible if more day schools which are evenly distributed within a geographical area are established, so that Learners spend minimum time commuting between school and homes and hence sparing time for their studies.

iv. To increase supervisory support from professional persons among learners in day schools, distance walked to school be shortened by having more day school so that learners can spend more time in school with teachers without having to worry about the long distance back home.

v. Concerning the lack of proper lighting the government and stakeholders should give priority to day secondary schools when installing electricity in the country, so that learners in day schools can access proper lighting during morning and evening studies given that distance to school has been shortened.

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