



Full Length Research Paper

Social and economic based management strategies used by principals in the provision of secondary school education in Nyando and Muhoroni Districts, Kenya. An analytical study

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ABSTRACT

Principals play crucial roles in providing quality education. However, due to certain challenges, quality falls below expectation. In Nyando and Muhoroni Districts, the quality of secondary education for the years 2006 through 2010 had been consistently below average, that is, mean grade of C minus (C-) in Kenya Certificate of Secondary Education examinations except in the year 2007 when the mean grade was C plain (C). This implies that quality of secondary education in the two districts according to one of their set objectives of building a firm foundation for further education and training is low. The study established that socio economic based management strategies that were used in the provision of secondary school education in the two districts were: capacity building, implementation of HIV/AIDs curriculum, establishment of boarding facilities and feeding programs, Government subsidies and bursaries, and Guidance and Counseling.

Keywords: Social Economic, Management, Strategies Principals, Education, Nyando, Muhoroni Districts, Kenya.

INTRODUCTION

Principals play crucial role in the provision of quality education in many countries. According to Tarus (2009) the principal's leadership style has direct bearing on the function of a school as a whole thus contributes overwhelmingly to students' academic achievement. However, due to certain challenges quality sometimes fall below expectation. Psacharopoulos and Woodhall (1985) maintained that in United States social and economic variables explain contrasting regional and racial educational standards better than school factors. They further observed the same scenario presents itself in developing countries where social and economic factors are major challenges in providing quality education than school variables. In Kenya several studies have been done to establish variables that influence various aspects

of education (Juma et al., 2012; Olendo, 2008; Musungu, 2007; Kipkoech, 2004; Sika, 2003). Social challenges facing provision of education are many and varied. For example HIV/ AIDS scourge and related conditions, family size, distance covered by students to school from home and many others may impact negatively on quality of education (Desforges and Abouchaar, 2003). Provision of education also involves working together of many economic factors. These factors include, among other things, availability of appropriate teaching and learning resources, maintained professional development of teachers, number of contact hours with students and good learning surroundings (Mualuko, 2007). Provision of quality education through the interplay of these factors may face various economic challenges. Mualuko (2007)

Table 1. Nyando and Muhoroni Districts combined Kenya Certificate of Secondary Education Exams mean scores and mean grades for the years 2006 - 2010

Year	Mean Score	Mean Grade
2006	5.348	C-
2007	5.513	C
2008	4.995	C-
2009	4.682	C-
2010	4.900	C-

established that poverty and other economic challenges hinder provision of education because they lead to inadequacy of factors whose availability assure provision of quality education.

Igbuzor (2006) noted that there are various strategies used to cope with social and economic challenges faced in the provision of education. For instant capacity building through increasing adult literacy may enhance the potential of stakeholders in education to appreciate benefits of education and increase their participation in the provision of quality education. Quality of education may be judged by examining various aspects. One such aspect is expected outcomes (Kanishka and Sharma, 2006). In Kenya expected outcome of secondary education is measured by Kenya certificate of secondary Education examination. In Nyando and Muhoroni Districts, quality of secondary education had been below average. The academic achievements for the years 2006 to 2010 for the two districts had been consistently at grade C minus (C-) except 2007 when the mean grade was C plain (Table 1).

In other words, on the average only 31% of students who took national examinations during the period under study got quality grades while majority that is 69% received low grades meaning that the quality of education was low. This was the justification for studying the social and economic based management strategies used by principals in the provision of secondary education in Nyando and Muhoroni Districts.

Research Question

What are the social and economic based management strategies used by principals in the provision of secondary school education in Nyando and Muhoroni Districts?

Conceptual framework

A Conceptual framework was used in the study to help focus on the dependent variables, social and economic strategies and the dependent variable secondary school education. The conceptual framework postulates that the antecedent variable that is the principal empowers the dependent variable in the provision of secondary school education (Figure 1).

Conceptual framework demonstrates the interplay of various variables in the secondary education subsector in the provision of quality education. The independent variables are social and economic strategies which are crucial to the principal in providing education. The dependent variable is secondary school education which depends on social and economic based management strategies used to manage the challenges. Social challenges included HIV and AIDS pandemic whereby education stakeholders could be infected or affected thus affecting the provision of quality education. Size of households and education level of their heads, distance between school and home; religious and cultural practices may influence the provision of quality education by principals in various ways. Economic challenges such as households' economic status, school levies inform of lunch, development, school, and text books funds may keep students in or away from school thus affecting the provision of quality education by principals at the long run. The conceptual framework shows various strategies principals could use to manage the challenges in their attempt to provide quality education; among these are: implementation of HIV and AIDS curriculum, adherence to ministry of education policies, capacity building, bursary schemes, and guidance and counselling programmes.

RESEARCH METHODOLOGY

The study used descriptive survey design. The study population consisted of 35 principals, 117 Heads of departments, 2008 form three and four students, 2 District Quality Assurance and Standard Officers, 35 Parents Teachers Association chairpersons. Saturated sampling technique was used to select 32 principals, 32 Parents Teachers Association chairpersons and 2 District Quality Assurance and Standard Officers. Simple random sampling technique was used to select 82 Heads of Departments and 631 form three and four students. Questionnaires, interview schedules and focus group discussion were used to collect data. Quantitative data were analyzed using descriptive statistics in form of percentages, frequencies and means. Qualitative data were transcribed and analyzed in emergent themes and subthemes.

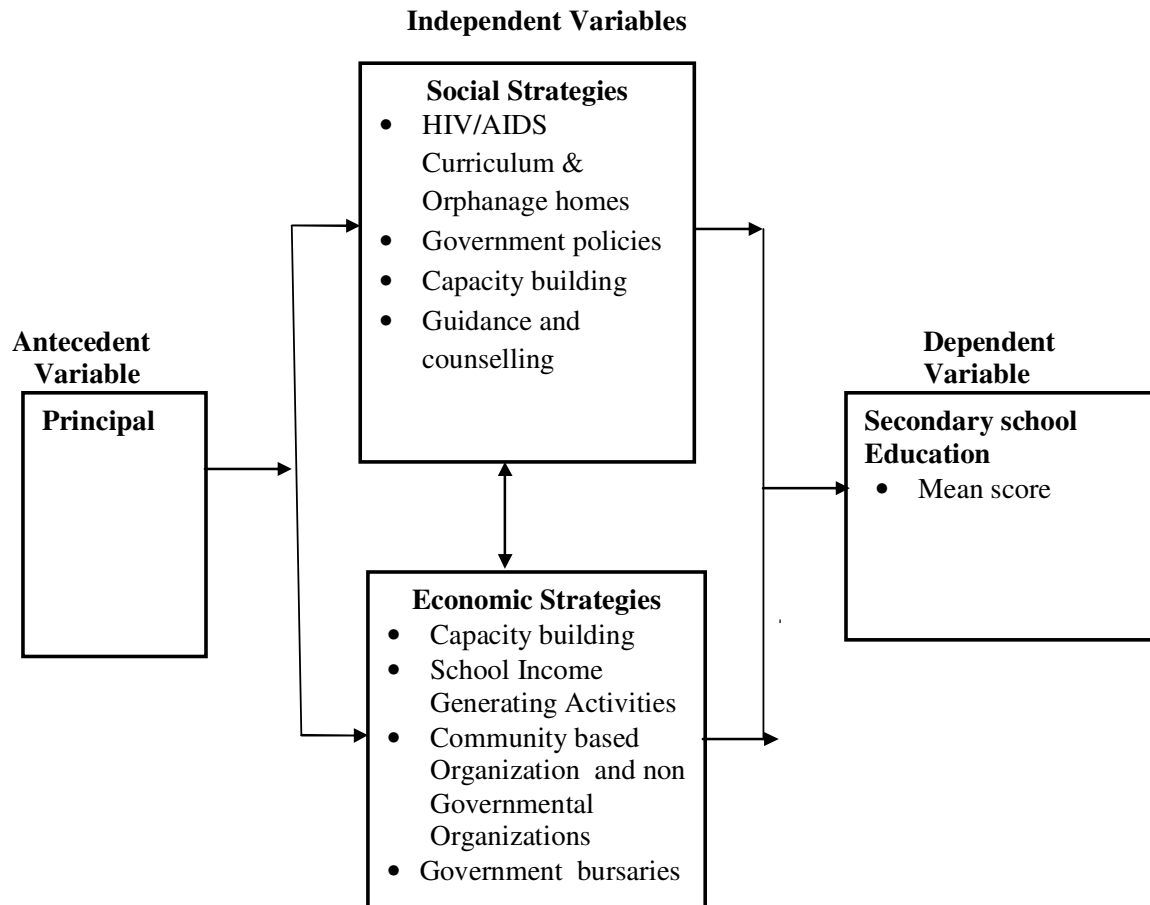


Figure 1. Conceptual Framework showing social economic based management strategies used by principals in the provision of education

RESULTS

Return rate of questionnaire

Table 2.

Respondents	No. Issued	No. returned	Percentage (%)
Principals	32	32	100
Heads of Department	82	82	100

The return rate of Questionnaires was 32(100%) and 82(100%) from principals and Heads of Departments respectively.

Demographic Characteristics of Respondents

This section presents the demographic characteristics of principals and heads of departments. The characteristics studied were gender, age, professional qualification and years of experience in current station. These demographic characteristics formed a basis for

understanding of the social and economic strategies principals used in the provision of quality secondary education. The demographic characteristics of principals were as shown in Figures 2, 3 and 4.

Figure 2 shows gender distribution of principals. From the findings 26 (81.25%) principals were male and 6 (18.75%) were female. This means that the study included views of both male and female principals and was therefore was not gender biased. Indeed this was suitable as it was a holistic approach genderwise.

Figure 3 shows principals headship experience in current stations. The figure shows that 14 (43.75%) principals had between 6 and 10 years of experience in their institutions, 12 (37.5%) had less than 5 years of experience while 6(18.75%) had over 10 years of headship experience in current schools. These results show that respondents had been in the schools long enough to provide reliable responses on social and economic management based strategies used by principals in secondary schools in their endeavours to provide quality education.

Figure 4 shows the Professional Qualifications of Principals. The figure shows that 20(63%) Principals had

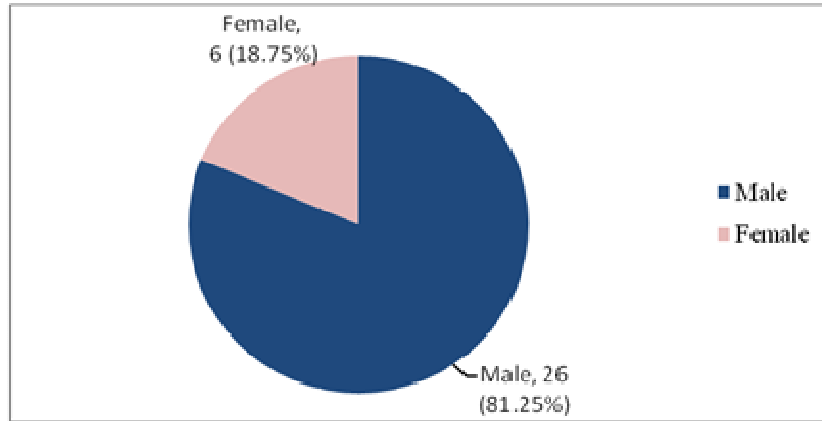


Figure 2. Gender Distribution of Head teachers (n = 32)

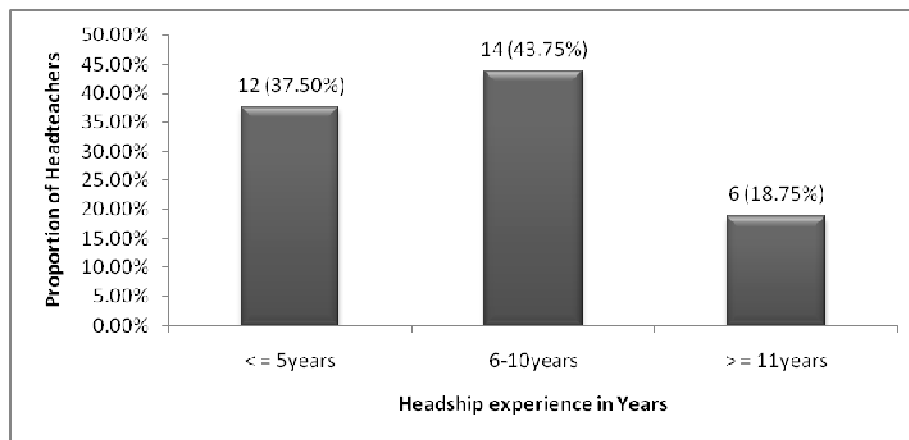


Figure 3. Headship Experience of Principals in current Stations (n = 32)

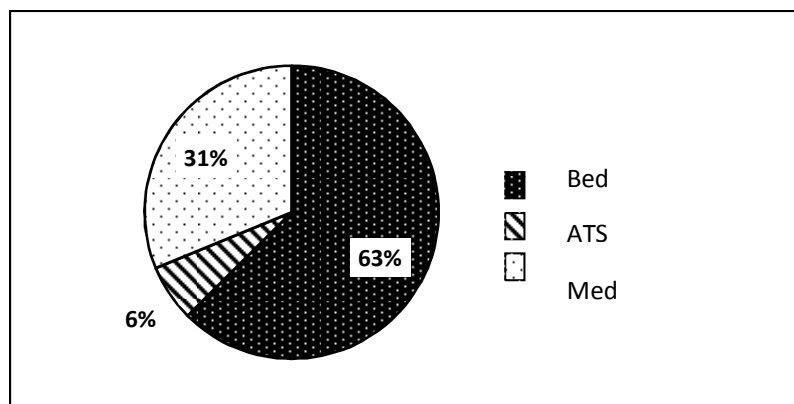


Figure 4. Professional Qualifications of Principals (n=32)

Bachelor of education degree, 10(31%) had Master of education degree and 2(6%) had Approved Teacher Status, having earned headship proficiency certificates. The results show that the respondents were qualified for

their work and were therefore able to identify social and economic based management strategies used by Principals in the provision of quality education in Nyando and Muhoroni Districts.

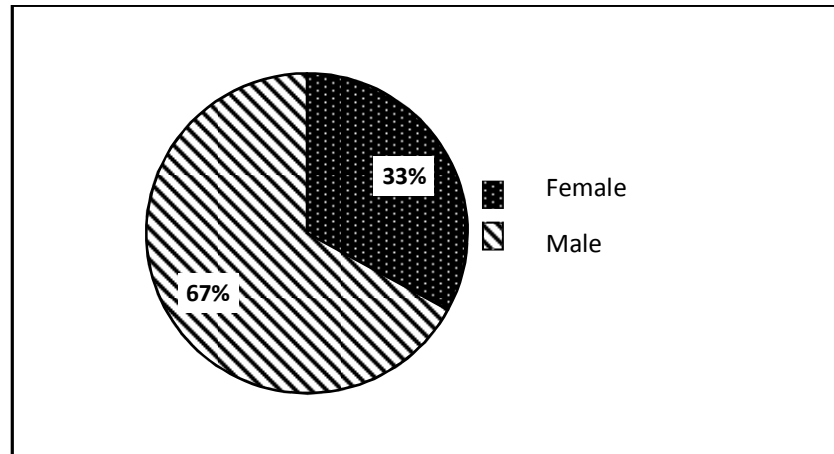


Figure 5. Gender Distribution of Heads of Departments (n = 82)

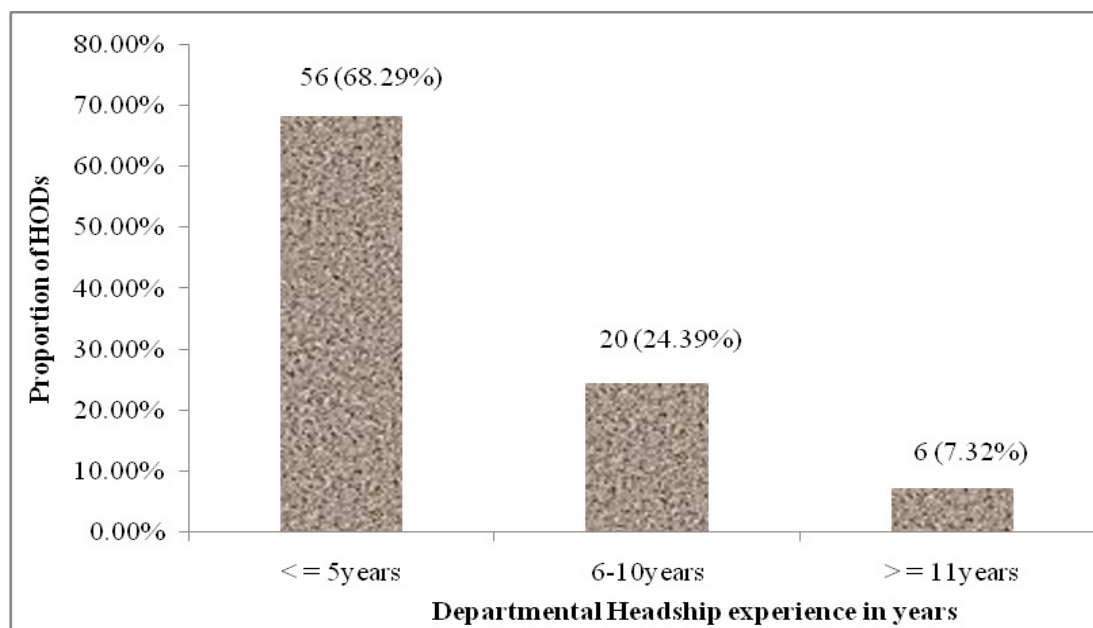


Figure 6. Years of Experience of the Heads of Departments (n = 82)

The demographic characteristics of Heads of Departments were established as shown in Figures 5, 6 and 7.

Figure 5 shows that 55(67.07%) of heads of departments were male while 27(2.93%) were female. These means that results the study included views of both male and female heads of departments and was, therefore, not gender biased.

Figure 6 shows that 56 (68.29%) Heads of Departments had less than 6 years of experience in departmental headship, 20 (24.39%) had between 6 and 10 years of experience in departmental leadership and 6 (7.32%) had over 10 years of experience in heading the

departments. These results show that respondents had been in the schools long enough to provide reliable responses on social and economic based management strategies used by principals in their endeavours to provide quality education.

Figure 7 shows that 57(69.51%) heads of departments had Bachelors of education degree, 16 (19.51%) had diploma in education certificates, 5 (6.1%) had Approved Teachers Status having earned headship proficiency certificate and 4 (4.88%) had Masters of education degrees. This means that the respondents were qualified for their work and were therefore, able to identify social and economic based management strategies used

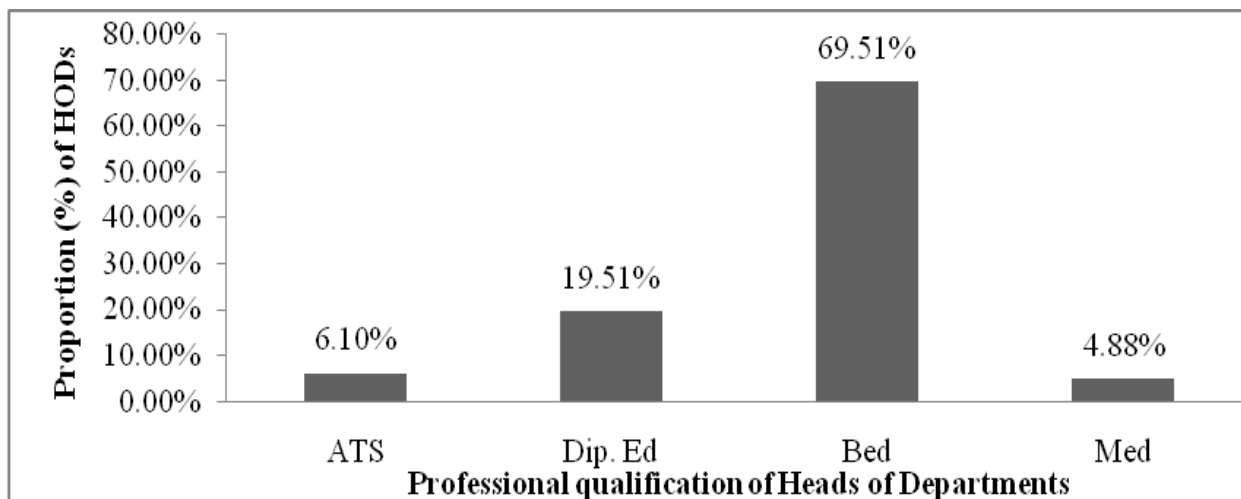


Figure 7. Professional qualifications of Heads of Departments (n = 82)

challenges by principals in the provision of quality education in Nyando and Muhoroni Districts.

Principals and Heads of Department Perception on Effectiveness of Social and Economic Strategies Principals use in the Provision of Quality Secondary Education

Principals and heads of department were asked in the questionnaire to rate the effectiveness of social and economic based management strategies in the provision of quality secondary education in Nyando and Muhoroni Districts. Their responses were as shown in Table 3.

From Table 3 the mean ratings for responses of principals and heads of departments on Guidance and Counselling process as a strategy for principals to deal with the challenge of child labour and motorbike transport business were 4.93 and 4.49 respectively implying that guidance and counselling process was a more effective strategy for the challenges. Guidance and counselling process was also a strategy used to deal with the challenge of non-payment of school levies as the mean ratings for responses of principals and heads of departments were 4.82 and 4.58. Guidance and counselling process was a strategy used to deal with the challenge of high cost of living as it indicates the mean ratings for responses of head teachers and heads of departments as 3.19 and 3.38 respectively meaning that the process was an effective strategy. Implementation of HIV and AIDS curriculum in schools and establishment of orphanage homes as a strategy for principals to deal with the challenge of HIV and AIDS and poor health of parents were mean rated 4.84 and 4.65 by head teachers and heads of departments respectively. Head teachers and

heads of departments mean ratings for responses on adherence to Ministry of Education policy of readmitting students after pregnancies as a strategy for principals to deal with the challenge of student pregnancies were 4.72 and 4.60 respectively meaning that the policy was a more effective strategy used in Nyando and Muhoroni districts. The mean ratings for responses of head teachers and heads of departments on School Income Generating Activities as a strategy for principals to deal with the challenge of many school levies were 4.66 and 4.48 respectively implying that school Income Generating Activities were more effective strategies used by principals to deal with many school levies as a challenge in providing quality education in Nyando and Muhoroni Districts. Principals established school Income Generating Activities to reduce the levies charged to the learners. The mean ratings for responses of head teachers and heads of departments on facilitation of Non Governmental Organizations and Community Based Organization bursaries as a strategy for principals to deal with the challenge of poverty were 4.59 and 4.39 respectively meaning that bursaries were more effective strategy to deal with poverty as a challenge in providing quality education. The study sought to establish the significant differences between the two groups of means that is the principals and heads of department means on all the variables of the study at 0.05 level of significant. Each variable was tested on its own with the respective hypothesis. The output was as shown in Table 3, thus the calculated t – values of the variables were greater than the critical t- values. This means that all the null hypotheses were rejected. It was therefore concluded that the two means on all the variables were significantly different.

Table 3. Principals of and Heads of Department perception on Socio-economic based management strategies in provision of Quality secondary Education

Socio-economic Challenges	Strategies	Mean Rating		T – Test	
		Head teachers	Heads of Department	t – value	p – value
Child labour and motorbike transport business	Guidance and Counselling offered to parents and students to adjust to stop child labour and avoid motorbike transport business	4.93	4.49	1.72	.09
Families with 5 or more children	Capacity building to enlighten parents with large families to provide conducive learning environment to their children at home	4.84	4.62	1.78	.08
HIV/AIDS and Health	Implementation of HIV/AIDS curriculum in school to enables students to adjust to the effects of the scourge and establishment of orphanage homes to accommodate the orphans	4.84	4.65	1.16	.25
Low parental level of education	Capacity building to enlighten parents with low education to provide conducive learning environment to their children at home	4.82	4.58	1.66	.10
Long distance to school	Initiating boarding facilities and feeding programme	4.78	4.64	.83	.41
Pregnancies	Ministry of Education policies such as readmission after pregnancies	4.72	4.60	1.17	.25
Many school levies	School Income Generating Activities to reduce school levies	4.66	4.48	1.75	.08
Poverty	Facilitation of Non Governmental Organization and Community Based Organization Bursaries to pay school levies to needy students	4.59	4.39	.88	.38
Non-payment of school levies	Guidance and Counselling offered to parents and students to adjust to hard economic times	3.67	4.18	3.15	0.20
High cost of living	Guidance and Counselling offered to parents and students to adjust to hard economic times	3.19	3.38	1.75	.08

DISCUSSION

Guidance and counselling process was a more effective strategy for the challenges. This is in agreement with Ochieng and Egesa's (2003) study conducted in Busia and Mwea District. The study established that motorbike transport operators have association and welfare groups to instill operational discipline which involves advising the underage to leave the business. Guidance and counselling process was also a strategy used to deal with the challenge of non-payment of school levies as the mean ratings for responses of principals and heads of departments implying that the process was a more effective strategy used by principals to deal with the challenge of non-payment of school levies in providing

quality education in Nyando and Muhoroni Districts. This finding conforms to Nkosha and Mwanza's (2009) study titled 'Quality of Basic Education Provided by Rural Community and Regular Schools in the Northern Province of Zambia' which established that parents who were unable to pay levies in monetary form were advised to pay in kind.

The study established that principals also used the process to deal with the challenges of child labour, bodaboda business, non-payment of school levies and high cost of living. Guidance and Counselling was offered to parents and students to stop child labour and avoid bodaboda business so that students could concentrate in their studies. The process was also adopted to enable parents adjust to high cost of living that was making them

unable to pay for their children's education. During interviews, one of the Parents Teachers Association chairpersons Florance Otieno (pseudonym) also cited guidance and counselling a strategy for principals to deal with the challenge of non-payment of school fees by remarking: "Since sugar cane takes two years to mature cash flow from it cannot educate a child in secondary school for four years parents are therefore advised to diversify their agricultural practices and even offer their labour for fees." This was done so that the parents earned from their farms throughout the year by growing different kinds of crops like maize, sorghum, and keeping dairy cows so that they paid fees for their children as they waited for the cane to mature. They were also advised to supply the school with some of their produce like beans and maize used for feeding programme. During focused group discussion a student also cited guidance and counselling programme as a strategy for principals to deal with the challenge of high cost of living by observing: "Through the programme students initiated 'needy kitty' to assist those who could not afford basic necessities like sanitary towels, soap and tooth paste while in school." This was a system whereby students shared excess of basic items they had which the others could not purchase because of high cost of living like sanitary towels, bathing and washing soaps and the like. The finding of this study is in agreement with Nkossa and Mwanza's (2009) study which established that for children to continue to learn without interruption parents who could not pay fees in monetary terms were encouraged to pay school fees in kind for example, by giving farm produce such as groundnuts, cassava and maize or ploughing school fields. Parents could also engage in self-help activities in school for instant provided labour to mould bricks and build classroom blocks. Mean ratings for responses of head teachers and heads of departments on capacity building as a strategy for principals to deal with the challenge of large families implied that engaging parents in capacity building is a more effective strategy to deal with households with large families as a challenge in providing quality education in Nyando and Muhoroni districts. This means that capacity building is a more effective strategy used by principals to deal with low level of parental education as a challenge in providing quality education in Nyando and Muhoroni Districts.

Principals involved parents in capacity building to enlighten them to provide their children with favourable learning environment at home and to find other ways of paying school fees such as paying in kind so that their children improved in examination performance. This was done during parents days and education days organized by individual schools. During interviews, it also emerged that capacity building was a strategy when one of the principals David Osoo (pseudonym) stated: "During education days parents are advised to do the following to their children: monitor their learning, encourage them to study during weekends and school holidays, provide

them with basic needs and extra learning resources for use at home and in school, pay fees in kind such as bringing maize, beans and firewood to school and instill discipline while at home and to feed them before they come to school."

This was done to create enabling environment for students to concentrate on their studies both at home and in school so that examination performance improved. The District Quality and Assurance standards Officers also had the same opinion that capacity building is a strategy for principals when he stated: "During parents and education days organized by schools parents are informed of education policies. The government also emphasized capacity building by setting aside funds to train Principals teachers, parents teachers association and Board of Governors chairpersons." Through capacity building parents were enlightened to provide encouraging learning environment to their children at home. This finding corroborates views of Egibuzor (2006) that capacity building through increasing adult literacy enhances the potential of parents to appreciate benefits of education and increase their ability to support children's learning and that even international agencies like United Nations Children's Fund engage member states in capacity building to reinforce their commitments to their achievement of Education for All goals. Implementation of HIV and AIDS curriculum in schools and establishment of orphanage homes were more effective strategies to deal with HIV and AIDS and poor health of parents and students in Nyando and Muhoroni Districts. HIV and AIDS curriculum gave students facts about the disease which enabled them to adjust to the effects of the scourge.

During interviews, one of the principals Rosemary Awaka (pseudonym) cited implementation of HIV and AIDS curriculum, Health and sanitary initiatives as a strategy principals used to deal with the challenge of HIV and AIDS and related conditions when she remarked: "The curriculum enabled students to adjust to the effects of the scourge and be aware of methods of avoiding infections such as undergoing Voluntary Medical Male Circumcision, unprotected sex, abstinence, being faithful and use of protective devices." One of the Parents Teachers Association chairpersons, Samson Owino, (pseudonym) cited establishment of orphanage homes as a strategy to deal with the challenge of orphan hood due to HIV and AIDS by stating: "The orphanage homes established by Community Based Organizations and Non Governmental Organizations provide shelter to the orphans besides offering basic needs like uniform and payment of school fees." The District Quality and Assurance and Standards Officer also cited the health and sanitary initiatives as strategies for principals in dealing with the challenge of AIDS and related conditions by stating: "Ministry of public health and sanitation in collaboration with Non Governmental Organizations encouraged students to form health clubs to promote

healthy hygiene habits like effective hand washing and sleeping under insecticide treated mosquito nets.” This led to fewer learners missing school because of health issues related to hygiene, malaria or HIV and AIDS. This finding is consistent with Smart et al (2006) study that confirms the existence of HIV and AIDS education sector policy that stipulates among other things incorporation as a way of containing effects of the disease and establishment of orphanage homes as a working initiative which enabled the AIDS orphans to get accommodation and a base from where they got acceptance.

Initiating boarding facilities and feeding programme were more effective strategies used to deal with long distance to school as a challenge in providing quality education in Nyando and Muhoroni districts. During interviews, it emerged that initiating boarding facilities and feeding programmes was a strategies used by principals to deal with the challenge of long distance between school and home when one of the principals Kilion Otange (pseudonym) stated: “The school initiated boarding for candidates and wrote request letters to the area District Commissioner for relief food which are used to feed the students.” The feeding was done to enable students stay in school during lunch break and in the evenings to create time for conducting remedial lessons. One Parents Teachers Association chairperson Justas Rono (pseudonym) also cited feeding programme as a strategy to deal with long distance when he remarked “A modest menu for lunch was negotiated with students at a cost of Ksh.3000 per student per year from Ksh.6000.” This was done purposely to enable students stay in school over lunch time to be taught remedial lessons. Head teachers and heads of departments mean ratings for responses on adherence to Ministry of Education policy of readmitting students after pregnancies as a strategy for principals was a more effective strategy used in Nyando and Muhoroni districts. During interviews, one of the principals Rose Wanja (pseudonym) alluded to adherence to Ministry of Education policy of readmitting students after pregnancy and delivery a strategy by disclosing: “Most readmitted students produced very good results because they concentrated in their studies and exhibited minimal discipline problems.” However despite the fact that the policy ensured bright girls got second chance to continue with their education, the students opted to go elsewhere because of feeling of embarrassment. This finding is consistent with Banda’s (2003) study which established that re-admitted students were exposed to disgrace and unfriendly environment in their previous schools, hence their parents or guardians transfer them to other schools where they adjust well. School Income Generating Activities were more effective strategies used by principals to deal with many school levies as a challenge in providing quality education in Nyando and Muhoroni Districts. Principals established school Income Generating Activities to reduce the levies charged to the learners.

During interviews, one principal, John Mark (pseudonym) cited establishment of Income Generating Activities a strategy for principals to deal with the challenge of many school levies when he reported: “Our school grows maize, beans, and keep dairy cows to subsidize students’ feeding budget and if only we could get more land from the community then the school can be self reliant on food and can even grow sugarcane from Parents Teachers Association accounts that can be used to establish these farms.” The produce from such farms are channeled to feeding programme so that the amount charged per student for the same is reduced. Another principal, Pius Magak (pseudonym), also mentioned establishment of school Income Generating Activities a strategy for principals to deal with the challenge of many school levies by saying: “The School bus is hired to raise money to maintain itself and any extra money is used to purchase learning resources.” The money got from hiring the bus was also used to complete payment of the bus in cases where buses were purchased on credit. This helped in reducing the amount initially charged on each student for the school bus project.

During focused group discussion a student also observed that school Income Generating Activities as a strategy for principals to deal with the challenge of many school levies by stating: “Agriculture students use their agriculture plots to grow vegetables which they sell to the school and the proceeds from the plots are used to offset fees balances for those who did not clear their arrears in time. If the school can establish for us green house we can manage it well to make our school self reliant with vegetable supply and even sell the rest to neighbouring schools.”

This finding is consistent with Education Insight Team’s (2009) report which established that some school principals initiated farming in their schools where maize is grown, dairy cattle and pigs for meat are kept. Labour is provided by students and teachers only during pick periods such as harvesting time for a token which is used to offset fees arrears. Students also have their farm plots which they manage through their own organizations and the proceeds used to complement lunch so that parents pay less. Bursaries were more effective strategy to deal with poverty as a challenge in providing quality education. This study therefore established that principals engaged in facilitation of Non Governmental Organization and Community Based Organization bursaries to pay school levies to needy students so as to address difficulties arising from the effects of poverty.

During interviews, one of the principals Geoffrey Bet (pseudonym), cited bursaries from Non Governmental Organizations, Community Based Organizations and well-wishers as strategies to deal with the challenge of poverty by disclosing: “A number of students were fully sponsored by Forum for African Women Educationist, World Vision, Equity bank and Christian Children Fund”. The Non Governmental Organizations paid fees for

bright and needy students for the whole period beneficiaries continue to show determination in their studies. The assistance continued to the next level of education if the students performed highly in the examinations. One of the Parents Teachers Association chairpersons, Wilkister Omolo (pseudonym), concurred that bursaries from Non Governmental Organizations, Community Based Organizations and well-wishers were strategies to deal with the challenge of poverty when she stated: "A school sponsor initiated school based bursary scheme where former beneficiaries, Board of Governors and Parents Teachers Association members were all expected to contribute towards." This was meant to support bright and needy students who otherwise would not have performed well in exams. The District Quality Assurance and Standards officer interviewed also cited bursaries from Community Based Organizations, Constituency Development Fund and well-wishers a strategy to deal with poverty as a challenge to quality education by remarking: "Principals liaised with local politicians to organize *harambees* (funds drive) to raise funds and book 'harvesting' days to boost their school library stocks. They also requested for constituency bursary funds for bright and needy students and constituency development funds to improve infrastructure in the schools." All these were done to prevent staling of school operations which would be brought about by poverty among parents.

During focused group discussions, a student was also in agreement that well-wishers were a strategy for dealing with poverty by remarking: "Even our principal chipped in with his personal money and paid examination registration fees for Kenya Certificate of Secondary Education for bright stranded students." Principals did this so that bright students were not left out during registration for examinations. This study is consistent with Mualuko's (2007) study which established that introduction of free secondary education by the Government of Kenya is assure procedure to cushion students against the effects of poverty which otherwise would prevent principals from providing quality education. This finding is also consistent with the Republic of Kenya's (2005) report which stated that the government developed strategies for making the country realize commitment to the provision of quality education and training as a human right for all Kenyans through the allocation of bursary and Community Development Fund to all the 210 constituencies. The funds are meant to improve infrastructure and ensure that students who are vulnerable get education without interference. The study further explored the significant differences between the principals and the heads of departments means on the strategies used by principals of public secondary schools in dealing with the social and economic challenges in providing quality education. To establish this, *t* – test for comparison of means was done at an alpha level of 0.05. The result shows that the *t* – test for equality of means

yielded *p*-values which were greater than the set significance level (α) of 0.05 for the analysis. This indicated that the mean responses of the principals and that of the heads of departments on strategies were not similar and the differences were statistically significant. This confirmed that there was no uniformity in the responses of principals and their heads of departments on the strategies. The contradiction in the responses is attributed to differences in knowledge and experience of the respondents.

CONCLUSION

The most effective strategies perceived by principals and heads of departments in dealing with the challenges faced in the provision of quality secondary education were: guidance and counseling services, capacity building of parents and students, implementation of HIV/AIDS curriculum in schools, establishing orphanage homes, initiating boarding facilities and feeding programmes for students. Although these strategies were being used to some extent their effectiveness can only result in quality of education if they are fully actualized in all schools.

RECOMMENDATIONS

With regard to socio-economic based management strategies the study recommended that:

- i. The community living around the school should provide land for farming to enhance provision of balanced diet in schools.
- ii. The Parents Teachers Association funds should be used to establish school farms as Income Generating Activity which is vital in catering for some basic needs of students.
- iii. Schools with small pieces of land should establish greenhouses from where they can get groceries for students use.
- iv. Mobile clinics should be used to mitigate effects of HIV/AIDS on the quality of education, raising education standards of parents and guardians to enhance their participation in the provision of quality secondary education.

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