Determinants of the Implementation of Day-Wing Policy in Boarding Secondary Schools in Nairobi City County, Kenya

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Abstract: **The government of Kenya believes that the major reason for low enrolment in secondary schools is the high cost of secondary education. The number of students proceeding for secondary education had increased in the recent pastal though a big number of students still did not enroll in secondary schools. The policy of introducing day-wing into selected boarding secondary schools in Kenya was put in place to increase enrolment and to ensure 100 percent transition of students from primary to secondary school after the introduction of subsidized day secondary education and free day secondary education. This study aimed at assessing the determinants of implementation of day-wing policy into boarding secondary schools in Nairobi City County. The study adopted the Systems Theory. The study took place in ten boarding secondary schools in Nairobi City County which had the day-wing program. The study employed descriptive research design. The target population included ten school principals, fifteen deputy principals and six hundred teachers. Data collection instruments included use of questionnaires and interview schedule. Quantitative data was analyzed using frequencies, mean and percentage which was presented on graphs, tables and charts. Thematic analysis was used to analyze qualitative data which was then presented in prose. Before commencing the study, the researcher sort permission from Kenyatta University, the Ministry of Education and principals of the ten boarding secondary schools implementing the day-wing policy. The study found out the introduction of day-wing on boarding secondary schools had put a lot of pressure on the available resources apart from textbooks which the government supplied in surplus. Cases of indiscipline had also increased. Coordination of activities became hectic and teachers had been overstretched due to too much workload. The study recommended that for the policy to be viable, the government needed to provide boarding schools with physical, human and financial resources to cater for increased number of students.**

I. INTRODUCTION

Africa is faced with serious challenges in human resource development, majorly in secondary education, with majority of the countries recording extremely low levels of secondary school enrolment (Bregman, 2008). According to Africa-America Institute (AAI) (2015), secondary education equips a country's labor force with skills and tools necessary for meeting the fast-increasing demands for a workforce which is highly skilled in a global world. Despite the significant role of secondary education, secondary schools across Africa can accommodate only 36 per cent of those students qualifying for secondary education. This therefore makes it a necessity for African governments to invest in and increase access to secondary education.

Jane (2009) observed that the cost of education is a major determinant in enrolling in school. This is the direct price of sending a child to school. The high cost of education hinders students from low economic backgrounds from enrolling in school. The government and individuals bear a burden of the cost of education so as access education. Lewis (2003) affirms this as he says that both parents and the government bear the cost of education although parents bear it indirectly through taxes and personal expenditures to support school activities. Parents are expected to pay for other necessities like lunch, transport, development projects and boarding fees for students in boarding schools (Ohba, 2009, Mwira 2014).

Holla & Kremer (2008) found out that consumers in the USA just like in Africa are affected by the cost of education and high fee charged is still a challenge to most families. According to UNESCO (2009), the decision of parents to enroll students in school depends on the outcome education brings after schooling children. Jane (2009) observed that if the cost of fees increases, a parent is less likely to send a child to school. A parent's choice to take a child to school is determined by the cost of education and the results associated with it. Therefore, an increase in fees reduces enrolment in schools.

Government policies influence enrolment in schools either positively or negatively. Banerjee (2004) found out that policies in many countries like building of classes, providing financial and material support lie with the government. The government decides whether a school operates as a single sex, mixed, day, boarding or day and boarding. In the Kenya, one of the highlighted challenges in delivering Vision 2030 is the low transition rates, including transition from primary to secondary schools (Republic of Kenya, 2007).The government had realized that Secondary school faces the greatest challenge of high dropout rates among leaners (Republic of Kenya 2003; 1998). The major cause is due to inability of parents to pay school fees due to their low socio-economic status (Achoka, 2007; 2006; Republic of Kenya 20003).

According to Ewing, Schroeer and Green (2004) they said that the fee charged in boarding schools is higher than that in day schools. This pushes a parent to make considerations before enrolling a child in such schools. Dibuk (2003) says setting up boarding schools in densely populated areas should be discouraged due to their high costs which stop parents from enrolling their students hence reduced enrolment rate. Subsidizing and expansion of secondary education in developing countries, Kenya included, take place against a background with limited financial resources (Yin and Wang, 2005). Access to secondary education is a challenge in sub Saharan Africa (SSA) and is limited to few. Few students complete secondary education (Verspoor, 2008). This is because most countries do not offer education at secondary level for free (Kattan, 2006).

The Kenyan government had earlier shown its commitment in making education accessible to all by introducing Free Primary Education (FPE) in 2003. The main agenda was to ensure and enhance low dropouts and retention of learners in schools. It later established a subsidized free day secondary education (SFDSE) program in 2008 where the parents were to pay Kshs. 9,374 for school fees. The introduction of the program boosted access and retention, and reduced disparities in the providing secondary school education (Achoka, Wakwabubi, Shiundu & Ejakait, 2018). This coincided with an increase in transition rates from primary to secondary schools from 55.0 per cent in 2009 to 79.6 per cent in 2016 (Ministry of Education, Science & Technology, 2014).

In a bid to increase primary to secondary school transition rates to 100 per cent through introduction of SFDSE and FDSE some children still cannot access secondary education. The government therefore in 2018 launched the day-wing policy in boarding secondary schools, during form one selection into secondary schools, with the aim of increasing the accessibility to quality secondary education for all, particularly for children from low socio-economic backgrounds. Nineteen boarding secondary schools within Nairobi City County were selected as pilot schools for the day-wing program.

Problem Statement

Globally boarding schools are exceptionally expensive, and the cost is steadily rising (Diana Stewart, 2015). Kenya is not any different as the boarding fees especially, keep on rising and varies from school to school. The Kenyan government believes that one major reason for low transition to secondary education is the cost of secondary education. (Republic of Kenya, 2002; MoEST, 2004, 2005). This high cost of education called for the government's attention due the outcry from the parents. From the intervention by the government, it was expected the cost of education would go down and thus increased access. Most households still can't afford secondary school fee because of the high cost of school fees. Government secondary schools continue to charge fees for lunch, motivation of teachers, school developments and

boarding equipment. Parents are also asked to provide other items such as school and sports uniforms, textbooks, and stationary (Ohba, 2009).

Boarding schools are also limited to admitting a specific number of students due to few dormitories and limited space in the dining hall. This limits the number of students who are admitted in such schools. January 2018, the government launched the day-wing policy in boarding schools with the aim of increasing the accessibility to quality secondary education for all, particularly for children from low socio-economic backgrounds. Nineteen secondary boarding schools within Nairobi City County were selected as pilot schools for the day wing program. However, despite the increased government investment on the day-wing program and FDSE in general, concerns have been raised on the effectiveness of this policy especially with regard to equity issues, inadequacy of teachers, classrooms, and learning materials that do not match the numbers as well as poor standards of available facilities. Whereas the policy has been widely accepted in the country, little is known whether this policy will be a solution to accessing quality and affordable education by all in Kenya. This study therefore seeks look at the determinants of the implementation of day-wing policy in boarding secondary schools in Nairobi City County, Kenya.

II. LITERATURE REVIEW

Implementation of day-wing policy in secondary boarding schools

African countries face challenges on how they can satisfy the increasing demand of secondary education with the limited number of schools they have (World Bank, 2008al Akinsanya, 2010; Efanga and Gomiluk, 2014). In some countries such as Lesotho, Namibia, Tanzania and Zimbabwe, the governments have been shifting their attention to constructing more day schools as a response to the increasing demand for secondary education indicating their commitment towards achieving the education related Sustainable Development and Education for All Goals (UNESCO, 2014; Gwambombo, 2013; Titachonga, 1999). Despite these efforts, the implementation of day public schools in secondary school education in these countries has been affected by financial and non-financial issues such as inadequate teachers, few classrooms, few textbooks, libraries and indiscipline, and this has made teaching and learning difficult (UNESCO, 2014; World Bank 2008, Gwambombo, 2013).

The African Population and Health Research Center (2015) revealed that educational resources, both physical and material is constrained in many African secondary schools and requires intervention to expand absorption capacity and improve transition rates from primary school to secondary schools. To improve the transition rate from primary to secondary school, the Kenya government continues to spend and allocate a high proportion of its budget to education. In Kenya, the government has been pushing for a day-wing to be established in all boarding schools as the need to proceed to

secondary schools in Kenya increase amidst the rising cost of living. A report by the Ministry of Education (2014) indicated that due to free primary education program in Kenya, the enrolment in primary schools had continued to increase but at the same time many primary school graduates were missing out on secondary school placements, a situation that the ministry attributed to a higher demand for secondary schools than the supply (Ministry of Education, 2014). The Ministry of Education observed that in a bid to increase post-primary school enrolment, it is important to introduce day-wing in boarding secondary schools. This would enable parents who cannot afford fees in boarding secondary schools due to high costs to enroll their children as day scholars in boarding secondary schools. A research by the African Population and Health Research Center (APHRC) (2007) found that secondary education exerts a heavy financial burden on households in Kenya and this education burden in the form of cost is usually a major obstacle to secondary school enrolments and minimizes the chances of children enrolling in secondary schools. Despite the high budgetary allocation, secondary education is still facing a slow transition and enrollment rates due to population dynamics and it is not clear whether the implementation of the day wing policy will effectively address these issues.

Cheruiyot (2012) conducted a study on the strategies that can be used by secondary boarding school to address the increasing demand of secondary school in Kenya and reported that expanding and constructing day schools can be used to help reduce secondary school costs and to attract more students to enroll in secondary schools. Cheruiyot further recommended that boarding schools should be forced to have at least 3 streams, and this can be effectively met if boarding schools with fewer streams introduce day-wing.

Resource allocation and implementation of day-wing policy

Resource allocation is a major concern to all levels of school administration and so is in the implementation of day-wing policy in boarding secondary schools. Resources used in education play an important role in facilitating instructional processes in schools (McAliney, 2009). These resources include both human and material resources (Lloyd and Gregory 2008). These resources influence teaching and learning process. Education resources are important because the goal of every institution is driven by adequate supply and utilization (Akisanya, 2010). He further affirms that the establishment of both physical and human resources is limited and if they are adequate they are mismanaged and underutilized in schools. Hewett et all (2008) asserted that adequate provision and utilization of educational resources affects efficiency in administration positively. There is a positive correlation between availability of resources, how they are utilized and efficiency in administration.

Previous research has provided a lot of information on how resources are distributed to secondary boarding schools. Koech Report (TIQET 1999) observes that the government's

role has become increasingly limited in resource allocation as 90 percent of recurrent expenditure goes to the provision of teachers' salaries, leaving parents to meet the recurrent costs which include maintenance, physical facilities provision, and electricity. This leaves the school administrators with strained resources for effective administration of schools (Gok 2003).

Further research reveals insufficient data at the discretion of the school administrators to use the limited resources to productive use (Picus & Fazal, 1995). Studies conducted recently show that about 80 percent of Boarding Secondary School budget is spent on the students' overall welfare and cater for their boarding needs (Odden & Archibald, 2001). The remaining expenditure supports the support staff.

The effectiveness of an educational system is determined by the availability and utilization of skilled human resource of all types in a school (Olajuwan, 2010). Human resource determines how all activities in a school are run. All other physical resources like playgrounds, offices and classrooms are unproductive without human effort (Nwafor 2012, Momoh 2008, Adeleye 2008). Teachers are important in administration of schools. They provide energy, skills and knowledge which are essential in efficiency of a school. For the school to be successful it depends on the attitude and commitment of the workers (Bush, 2004). Akisanya (2010) says that educational resources are crucial because all the schools depend on sufficient supply and correct use of human and physical resources as they boost effective administration. Teachers are important in education administration. It is the priority of the government of a government to attract, develop and retain effective teachers (OECD, 2005).

McAliney (2009) says on his study on performance improvement for effective learning and teaching process found out that the quality of educational resources is needed and their effective use is important. The study showed that inadequate and ineffective use of available school resources negatively affects administration of schools and so is the day-wing program.

A study done by World Bank (2008) on availability of textbooks and provision by school library in secondary schools in SSA revealed that resources are inadequate and not evenly distributed among schools in urban and rural areas. Verspoor and Bregman (2008) found that in Africa, enrolment growth had outrun the available resources resulting to shortages of textbooks, empty libraries and many uses of facilities.

Deolikar (1997) says that inadequacy in education resources affects administration of education in Kenya. There is a direct correlation between resources and enrolment. A school which is more equipped is likely to attract more learners than a poorly equipped one. Walton &Ruck (1975) affirms there is a positive connection between resources and enrolment in schools. Human and physical resources are importantin effective running of schools. The physical resources complement human resource in a school environment and the

effective use attracts more students thus leading to an increase in enrolment.

Gura (2015) on his study on free education in public secondary schools in Kisumu County, Nyakach district in Kenya realized that there was an increased number of students enrolled for free secondary education. The increased number put a strain on the available resources including teachers. Onyango (2001) observed that human resource is one of the resources which are key in a school. He says that teachers are the most important however, other staff members are important too. He observed that due to introduction of FDSE, schools have overenrolled students. This has led to a strain on the available resources in schools (Bells & Rhodes 1996).

An assessment study was conducted for secondary school curriculum reform indicates that most schools experience challenges in providing resources and utilizing them effectively (KICD 2016). According to the needs assessment study, differences existed in allocation of resources in different schools. This would result in education differences and inequalities. The availability of education resources and their effectiveness is directly related.

APHRC (2013) says that resources are important in running a school and their utilization is important thus explains why all public schools in Kenya are funded by the government. The government allocates finances for buying textbooks. The recommended ratio is 1:2 in secondary schools with the final of achieving a ratio of 1:1 in compulsory subjects.

Administration of Discipline and implementation of day-wing policy

Otieno (2012) observed that good management of discipline saves on resources and time for stakeholders. Tattum (1989) observed that American public educators, parents and students regard a successful school as one where discipline prevails. Therefore, discipline is very necessary in implementation of activities and the effective and smooth running of a school. Aguba (2009) noted that discipline is very important for a school to achieve its goals since disciplined students provide a good environment for learning and teaching.

Blandford (1998), points out that discipline and proper management of schools are important in effective learning and teaching in schools. Mbithi (2007) noted that school discipline is central to administration of schools. He further says that globally, principals are faced with the task of administering discipline and maintaining acceptable behavior which may also require changing approaches of managing the school. Danso (2010) support this view by saying that the responsibility of school discipline lies with school administrators. The principal is to ensure standards in schools are rules and respected and adhered to by all to ensure discipline is maintained (Ubben, Hughes and Norris, 2001).

Indiscipline is a great concern in the whole world. In the United Kingdom, cases of vandalism, drug abuse and absenteeism are rampant (Ken, 2000). Institute of education sciences (2004) identified forms of indiscipline cases as bullying, acts of disrespect for teachers, verbal abuse, racial tension, classroom disorder, undesirable cult and extremist behaviour. On a study done in Botswana, Agolla and Ongori (2009) indicated that students' indiscipline is caused by the administrators being insensitive to the needs of students. Administrative sensitivity in secondary schools involves providing students with opportunities to develop responsible attitudes and giving them moral training, which prepares them for the future (Zubaida, 2009). School administrators have been cited as those who majorly contribute to unrest in schools as they fail to address issues that affect learners (Republic of Kenya, 2012). Mbithi (2007) noted that schools in Kenya also face cases of indiscipline like truancy, bullying, destruction of property, absenteeism among others. He argued that there is need for administrators and teachers to closely monitor and supervise activities students undertake in school to control bad behaviour. According to a study conducted in Zimbabwe, Zindi (1995) says that parents are in favour of schools using corporal punishment to administer discipline in schools. The school administrators have been given the power to use the cane to punish and it is important to keep record of the type of punishment administered and reasons why it was administered. The principal should be able to explain to stakeholders the account of indiscipline cases of all students affected as it is his/her duty to plan, command, organize and control all activities that take place in a school (Mbua,2003). It is therefore important for school heads to have a good measure of discipline in their schools. Gershoff and Font (2016) opines that the mode of punishment has not changed despite the constant concerns that punishing students is against the students' fundamental human rights. It is however allowed that the students be punished by giving them manual work, whipping or suspending them from school. Koustseline (2002) says that school administrators have a hard time in managing schools where students are indiscipline. This undermines smooth running of schools. Chaplain (2003) noted that generally school discipline depends upon the principal's skills of administration and leadership since they are in charge of all matters in the school. He further notes that the principal is responsible for the direction a school takes in terms of students' behaviour. He or she should develop an effective behaviour policy and ensure that all teachers have relevant professional development support and resources necessary for supporting this policy at all levels. This would involve being present in school, listening and being sensitive to concerns of students, monitoring and maintaining good morals in students. An inexperienced principal with little knowledge on administration might be insensitive to needs of students and this may lead to increased cases of indiscipline in schools. The principal therefore is the center of maintaining discipline in schools. Discipline comes through as a result of effective management of a school.

State board education (2000), noted that the size of a school is of great interest to educators and policy makers in administration of discipline. The size of a school determines

how discipline is administered in a school. Students in small schools enjoy more attention and their needs are attended to fast thus creating a friendlier environment. This close contact makes it easier to control their behaviour (Endya, 2007). Munyasia (2008) also says that the larger a school is, the more difficult it is to manage discipline. Behavioural problems are greater in big schools making it difficult to instill discipline. He further says that management of discipline in small schools is easier because students get involved in various activities thereby deriving more satisfaction from participating in these activities. This also distracts them from engaging in anti-social acts which lead to indiscipline cases. Besides, they develop a feeling of belonging and patriotism to their school. This keeps them off from bad behaviour. Rutter (1988) and Stockyard& Mayberry (1992) echo the same as they claim that students have a deeper sense of efficiency is smaller schools. They become more responsible for their learning activities which drive the operations of the school hence enhanced orderliness. They further say that for discipline to be instilled and maintained in big schools, the principal should delegate some duties by ensuring teachers participate in administration and management of schools.

Coordination of activities and implementation of day-wing policy

According to Viinamaki (2004), co-ordination of activities is the interrelation of function, structures and resources in an institutional context which can take place at different levels (Mangham, 1986). If interdependence is missing, there is nothing to co-ordinate (Beuselinck, Verhoest, & Bourckgert, 2007).

Beuselinck et al, (2007) opines that the concept of co-ordination can be made real, if critical examination is carried out about the design of main co-ordination instruments and their underlying mechanisms. Previous literature shows evidence that co-ordination of activities is essential to ensure school administrators know what to do and stay focused on the key targets on administration of schools.

Numerous studies have been able to justify the hypothesis that co-ordination of activities lead to better interpersonal and intergroup relations, because they create advance approaches in dealing with issues that emanate from the administration of schools (Kramer, 2010). A special focus on co-ordination of activities gives a good answer to the question of implementation. According to Viinamaki (2004), the more organized coordination is in an organization, the desired outcome will be achieved in the most favourable way; because co-ordination is a tool used to bring together different components. Every activity in the implementation of day-wing policy requires co-ordination of various functions within institutions in order to avoid mishaps and unintended losses (Enright, 1992).

Coordination involves linking the activities of an organization in a way that enables the organization to be run effectively and efficiently (Fenwick, 2006). For any organization to be successful, effective coordination is essential. According to Fenwick (2006), lack of coordination within any organizational set up can lead to decreased productivity, delay in task completion and complicated process. The author asserts that in order for the coordination efforts of organizations to be successful, it is important for organizations to have an organized integration of processes that create accountability within the organization. Ibukun (2008) also opines that effective coordination enhances productivity, reduces bottlenecks, promotes cooperation between different stakeholders and helps in optimizing resources to produce the desired results within an organization.

Coordination of activities in secondary schools is done by school heads, and according to Khanbab (2010), school heads should deploy both vertical and horizontal techniques in managing the secondary school system. Adeolu and Comfort (2014) carried out a study on teachers and school principals in Ondo State, Nigeria and observed that some of the challenges that secondary school principals faced included coordinating of various school activities. The authors reported that secondary schools in Ondo State had large numbers of students. However, most of the school heads did not have the necessary management and leadership skills that could enable them to effectively integrate the different functions of their schools.

The findings of Adeolu and Comfort (2014) are substantiated by the works of Lusekelo (2016). Lusekelo (2016) did a study on fifty-four secondary schools, both boarding and day in Zambia and reported that most of the school heads found it strenuous to coordinate different aspects of their school functions such as admission management, discipline systems, grades management and fees collection due to several factors such as lack of adequate management skills, failure to embrace technology and large student populations. Large student population is a great challenge in coordination efforts of school by heads managing both the boarding and day schools.

Okwisa (2008) carried out a study tofind out the administrative challenges public secondary schools in selected schools in Vihiga face and the administrative challenges head teachers face as a result of the size of the school and student population. The number of schools studied was forty with the target population being public secondary school head teachers. The major administrative challenges that emerged from the analysis of data were student indiscipline, coordinating the various activities of the school, inadequate physical facilities and lack of adequate teachers. Okwisa points out that lack of proper coordination of activities is often influenced by poor communication patterns, large student population, poor management skills by school heads and political restrictions in government policies.

Nzuki (2004) reported that head teachers in Malindi, Kenya found it challenging to smoothly coordinate the finances,

workers and curriculum implementation. Mutembei (2012) reiterates the findings of Nzuki (2004) and Okwisa (2008) by stating that head teachers in schools find it difficult to coordinate and integrate different activities in their respective schools due to inadequate skills and lack of enough funding. Mutembei argues that lack of monetary resources makes head teachers handicapped when it comes to coordinating activities because the resources needed for effective coordination and integration of school systems largely depend on financial resources. Nkanata (2013) asserted that lack of effective coordination of school activities undermines the possibility of making sure there is effective learning and teaching in schools.

Workload of teachers and implementation of day-wing policy

Teacher's workload has a notable effect on the implementation of day-wing policy in boarding secondary schools. According to Bennaars et al (1994), workload is the amount of work that an individual or an organization does. Day-wing implementation translates to increased enrollment thus increased workload for an individual teacher. This means, with increased student's intake, the student-teacher ratio is likely to increase putting more pressure on the teacher.

Ngware (1994) says that schools where teachers had less than 25 lessons registered higher performance in comparison to schools where teachers had more than 25 lessons. The findings of Ngware (1994) conformed to Osagie and Okafor (2012) who concluded that teacher's workload is one of the factors that affect a learner's academic performance.

A research conducted by Johnson (2003) provided a quick scrutiny of teacher's workload in schools within four Scottish regional authorities. 570 teachers with different levels of responsibility were sampled from different sectors. The teachers hada diary of their workload for a whole week and filled in questionnaires on occupational stress indicators. During the week, the interviewed teachers posted averagely 42.5 hours of work, with their main duties entailing preparation for lessons, teaching and marking assignments.

According to Buckley (2004) high workload contributes to high teacher attrition and acts as a major cause of stress. According to Onyango (2013) there is a correlation between workload and policy implementation. Teacher workload shows the average amount of time a teacher spends in the classroom and outside the classroom, the time for preparation and time spent in other co-curricular and managerial activities.

Odhiambo (2005) observed that the main objective of a school is to provide learners with equal learning opportunities. To achieve this, teachers need to be treated with care. Teacher resource is important in order to achieve the desired goals in the education sector. Over years, equitable distribution of teachers has been a challenge. The number of teachers available has never changed despite an increase in the enrollment of students. This has a negative impact in

accessibility to education. Teacher recruitment only takes place when replacing those who exit through natural attrition.

According to Njega-Orlale (2008) and Rebore (2014) an institution's employees are its most valuable assets and the competitive advantage of any institution in a globalized economy is dependent basically on how well the institution manages its workers. Rebore points out that though the financial, technological and other physical resources are also important in the success of any institution. These resources are produced by the hard work and innovative efforts of individuals and it is the creativity of these individuals that other resources are effectively utilized. One factor that has been identified by many scholars that can impede on employee effectiveness or performance is workload (Bassey et al, 2011; Mosha et al, 2017; Gwambombo, 2013; Troman, 2008; Wakoli, 2013; Wangui, 2015). The time a teacher spends in execution of his/her duties such as the number of lessons taught per week, administering continuous assessment tests, marking examination and management roles can affect a teacher's workload (Bassey et al, 2011; Mosha et al, 2017).

According to Mosha et al (2017), teachers' workload can be contributed to by factors such as massive increase in number of students, shortage of teachers' in schools, teaching many lessons than those directed by the Ministry of Education, administering and marking of tests and lack of teaching facilities and aids. Mosha and colleagues further emphasize that when a teacher works above his/her usual workload then that is regarded as an overload and such a teacher cannot be effective and efficient and this affects his/her productivity.

In Tanzania, Gwambombo (2013) in his study of "The Effect of Teachers' Workload on Students' Academic Performance in Community Secondary Schools" reported that teachers' overload has a negative effect on the performance of students. Gwambombo argues that the increased demand for secondary education in Tanzania is as a result of increased enrolment rates in primary education, from 7.5 million pupils in 2005 to approximately eleven million pupils in 2011, making an increase of around 30.2%. As a result of this increase in enrollment, there has been an increase in workload on teachers. To substantiate his claims on the effect on teacher workload on teacher performance and student outcome, Gwambombo (2013) conducted a study on six secondary community schools, 3 boarding schools with only a boarding option and 3 schools with both boarding and day-wing in Mbeya City, Tanzania, his target population was head teachers, teachers, parents, inspectors of secondary schools and education officers. 83.3% of teachers revealed that they were teaching more than the total number of lessons required per week and out of this number, 65% were teachers in schools with both boarding and day-wing. Head teachers from different schools with both boarding and day-wing confirmed that most teachers from their schools teach up to 36 lessons per week. This was due to an increase in the number of students. Teachers in some schools taught up to 52 lessons per week and this was quite exhausting and demoralizing.

Okebukola and Jegede (1999) in their study to find out the sources of stress among teachers in Nigeria using a randomly selected sample of teachers in selected schools revealed in their findings that the major problem of stress was work overload. Eighty-eight percent of teachers reported that this problem was created by increased number of students yet there was inadequate learning teaching equipment and facilities. A few respondents however reported extremely low level of workloads and felt this was undermining their capabilities. The findings by Okebukola and Jegede (1999) are however neutralized by the findings of Amalu et al (2013). Amalu et al (2013) conducted a study on public secondary schools from Cross River State, Nigeria aimed at determining how stress from workload impacted the professional effectiveness and performance of teachers and concluded that stress from workload has no influence on the dimensions of professional effectiveness which are presentation of lessons, classroom management, evaluation of students, use of instructional materials, supervision of co-curricular activities, personal/professional teaching qualities and learning motivation.

In Kenya, Wangui et al (2015) pointed out that workload in public secondary schools in Kenya is a serious administrative challenge that should be addressed because its impacts (work overload) is felt across the board i.e. it can lead to teachers developing different costly stress-related health conditions, high turnover rates, increased absenteeism and low productivity. Wangui using a sample of one hundred and eight teachers reported that most teachers reported heavy workload with some of the respondents considering early retirement. Wakoli (2013) using a sample of one hundred and three participants made up of principals, deputy principals, teachers and education officers in Bungoma County, reported that all the respondents noted an increase of workload on teachers in schools as a result of increased enrolment into secondary schools because of the introduction of free primary education, inadequate teaching facilities and aids and marking of numerous scripts.

An evaluation report by the Kenya Institute of Curriculum Development (KICD, 2014), states that most schools do not fully exploit the financial and material investment because of being understaffed. The study found out that the teacher student ratio is below the required ratio of 1:45. Some schools have a ratio of 1:60 which has reduced a teacher's effectiveness.

In conclusion, work overload in secondary schools is a real concern especially in Kenya after the introduction of FPE and FDSE which has led to over enrolment in secondary schools. Though this problem has often been ignored by the Teacher's Service Commission it continues to have a negative impact on both teachers and students' performances. This review has also established that a number of researchers concur that heavy workload contributes to minimal performance. However, there is no literature vividly explaining how work overload influences performance given that there are individuals who thrive under high pressure while there are some that perform dismally under low pressure.

Theoretical Framework

This study was based on the Systems Theory proposed by Ludwig Bertalanffy in 1940. It provides a structure for viewing the organization as a whole. It acknowledges the interdependence of human resources, impact of environment, effect of outside stakeholders and focuses on how changes in environment can impact the organization. A system comprises parts that interact and operate together to realize the set objectives. The environment cannot be ignored in the situation except for its interaction with the system. In this case it includes resources, people, management and work.

Systems Theory dates back to the Aristotle and the underlying assumptions are that all organizations operate like living organisms characterized by movement, change, and interactions. The systems theory focuses on the relationship of elements i.e. how the subsystems are arranged and the relationships between different parts and how they interact and operate together as a whole (Ahrweiler, 2011). A change in one element affects the entire organization. Various scholars attribute the notion that systems consist of a number of parts which are interrelated and interconnected, that when put together, make the behaviour of the entire organization change. Management control systems consists of all structures in an organization, processes and subsystems meant to bring elements that achieve the strategic objectives of an organization when performing at its highest level with the least amount of unplanned consequences and threats to the organization.

The System Theory was appropriate to this study because the inputs are the school administrative practices as practiced by the school administrators while output is the desired results after the implementation of day-wing policy. These variables both interact with the environment which is the secondary boarding school. The school is the social environment which encourages exchange of ideas between workers and students.

The properties of this system are determined by the way these parts are organized and how they interact with one another. With respect to administration, a system simply refers to different interdependent parts working together in an integrated way to accomplish a whole (Curtis et al, 2009). In the administration of schools, there are different interdependent elements that interact and failure by one function can bring down the whole system. A school system has inputs, processes, outputs and outcomes which give a feedback. The inputs are designed, arranged, and controlled to attain the goals of a school. The outcomes influence productivity. The introduction of day-wing policy in boarding secondary schools will only be successful if the primary objective of administration, which is coordinating all the efforts of relevant stakeholders towards achieving a certain goal, is achieved.

III. RESEARCH METHODOLOGY

This study adopted a descriptive research design. Descriptive research can involve either collection of quantitative or qualitative data or both (Orodho 2003). The study was conducted in ten boarding secondary schools in Nairobi City County which had the day-wing program. The policy was new in its first years of initiation and was running in few boarding secondary schools.

This studytargeted600teachers, 15 deputy principalsand10 principals in selected boarding secondary schools in Nairobi City County. The total number of the target population was625, where a sample population was drawn from.

Simple random sampling was used to pick schools and respondents in this study. In descriptive research design a sample size of 10-50% is acceptable (Mugenda and Mugenda, 2003).The sample size included 60 teachers, 6deputy principals and 5principals who responded.

Questionnaires were used for collecting quantitative data and interviews for qualitative data. This study adopted Bryman's views on data analysis. In this study, both quantitative and qualitative approaches were used for data analysis. Data from the questionnaires were organized, coded and entered into the computer for analysis. Descriptive statistics were used in analysis of data. Descriptive statistics used frequencies and percentages to analyze statistics which was presented in tables and graphs. Qualitative data was analyzed through thematic analysis and later presented in a narrative manner.

IV. RESULTS AND DISCUSSIONS

A total of 5principals, 6 deputy principals and60 teachers participated in the study. The table below presents gender of the participants.

Gender of participants

Attribute (Gender)	Frequency	Percentage %
Male	34	47.9
Female	37	52.1
Total	71	100

Source: Research data, 2020

Thirty-four (47.89%) respondents were male and 37 (52.11%) were female. This shows there is a balance in male and female teachers in secondary schools. Views were taken from almost an equal number of male and female respondents. Female respondents were however slightly more than the male respondents. This must have been as a result of more girls' schools as the target schools for the study. Generally, in Kenya girls' schools are headed by female principals and deputy principals. Boy schools are also headed by male principals and deputy principals.

In all the schools where the study was conducted, a total of 300 students were enrolled in the program. Eight schools had between 10 and 20 day-scholars while two schools had 150 and 90 as illustrated in the table below.

School	No. of students enrolled in day wing per school
A	150
B	20
C	20
D	20
E	15
F	90
G	20
H	10
I	300

Source: Research data, 2020

This study found out that most of the schools were included in this study did not have sufficient resources to enable them effectively to implement the day-wing policy. Though a number of schools reported they had adequate textbooks, however, lack of enough classrooms, dining halls and laboratories was a major concern. The respondents in this study also concurred that effective and efficient allocation of resources was a major determinant for the success of the day-wing policy.

It was established that many schools had witnessed an increase in indiscipline cases because of the day-wing policy. Some of the most common cases of indiscipline were identified as missing lessons, truancy, substance abuse and wearing non-uniform. The major factors contributing to indiscipline cases were identified as overcrowded classrooms, poor leadership by school administrators, unequal treatment by teachers and school rules and regulation. There was no consensus on whether discipline would affect the effective implementation of the day-wing policy or not.

It was established that coordinating school activities was a major challenge affecting many schools and this was mainly because many heads of schools did not have the necessary management and leadership skills to help them in these endeavors. All the respondents concurred that without effective coordination it would be difficult for the day-wing policy to be effective in that lack of coordination would increase bottlenecks, reduces productivity and lead to wastage of resources.

It was established that most of the teachers were handling over 30 lessons per week contrary to the recommended 30 lessons by the Ministry of Education. Most of the respondents reported that despite implementation of the policy, the government had made little effort to recruit more teachers and the work overload would trickle down to the students and affect academic performance. The respondents concurred that teachers' workload was a critical success factor in implementing the day-wing policy.

V. CONCLUSION

Based on the findings it was concluded that resource allocation, coordination of activities and teachers' workload were critical in the effective and efficient implementation of the day-wing policy. Though all the respondents noted that discipline was important in managing a school, there was no consensus on the impact of discipline on the implementation of the policy. However, from the views gathered from the respondents in this study, there are factors that needed to be considered for this policy to be completely viable.

VI. RECOMMENDATIONS

Resources should be made available to ensure effective learning and teaching takes place. There should also be clarity on the exact person or persons who will ensure that schools and students have adequate and appropriate teaching and learning resources. To manage discipline in school, supportive strategies (use of guidance and counseling), corrective strategies (using punishment to prevent unwanted behaviour from happening again) and preventive strategies (having rules, regulations and policies for discipline management)must be adopted. Schools should provide transport arrangements for day scholars to reduce cases of absenteeism of students from low socio-economic backgrounds. The government should build more day schools to avoid admitting day scholars in boarding school to reduce indiscipline cases. School heads should deploy both vertical and horizontal techniques in managing the secondary school system to help in coordination of activities. They should also carry out critical examination about the design of main co-ordination instruments and their underlying mechanisms. It is also important for school heads to adopt coordination technologies aimed at reducing the number of occurrences of coordination problems. The government should employ more teachers in schools to commensurate increased student numbers. School management should also adopt a range of policies that would help them facilitate management of teachers' workloads.

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