

**INFLUENCE OF SCHOOL RESOURCES ON PUPILS' ENROLMENT
IN PUBLIC PRIMARY SCHOOLS IN IMENTI NORTH SUB-
COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been presented to any other University or award of a degree.



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DEDICATIONS

I dedicate this research project to my dear husband Donato K. Meme and my daughter Blessy Kawira.

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ABBREVIATIONS AN ACRONYMS

ECE	:	Early childhood Education
EFA	:	Education for All
FPE	:	Free Primary Education
GER	:	Gross Enrolment Rate
MDG	:	Millennium Development Goal
MOEST	:	Ministry of Education Science and Technology
NER	:	Net Enrolment Rate
PTR	:	Pupil Teacher Ratio.
TLR	:	Teaching Learning Resources.
UNESCO	:	United Nations Education Science and Cultural Organization
UNICEF	:	United Nations International Children Education Fund.
UPE	:	Universal Primary Education

ABSTRACT

The allocation of resources within educational institutions has a significant impact on both academic achievement and student enrollment rates. The objective of this study was to examine the impact of the school resources on the enrollment of students in public primary schools within the Imenti North Sub-County of Kenya. The study was conducted with the aim of examining the impact of various factors on pupils' enrolment in public primary schools in Imenti North Sub-County. Specifically, the study aimed to investigate the influence of teaching/learning resources on pupils' enrolment, determine the impact of physical facilities on pupils' enrolment, explore the relationship between distance to school and pupils' enrolment, and examine the influence of discipline cases on pupils' enrolment. The theoretical framework was informed by Chinapah's (1984) theoretical model of learning. The model places significant emphasis on the principle of equal rights to education, regardless of factors such as age, gender, ethnicity, socio-economic background, and regional origins. It also highlights the importance of ensuring equal opportunities for everyone to access various types and degrees of education. The cross-sectional survey methodology was employed in this study because of its ability to draw inferences regarding potential relationships or to collect initial data in support of future research endeavors. The sample consisted of 200 head teachers and 1500 kids in the eighth grade. A sample size of 40 Head teachers and 300 class eight kids was determined using a 20 percent sampling technique. The researchers employed a simple random sampling technique to choose a sample of class eight kids, while a census sampling method was utilized for the remaining population. Data collection was conducted through the utilization of questionnaires, which were administered to both supervising Head teachers and Class eight children. Following the completion of data cleaning procedures, the dataset was subsequently encoded and inputted into a computer system for the purpose of analysis, utilizing the Statistical Package for Social Sciences (SPSS) version 20. The quantitative data underwent analysis through the application of descriptive statistics, including frequencies, percentages, means, and standard deviation. The study revealed that the amount of pupils' enrollment was significantly influenced by the adequacy of teaching and learning materials. The enrollment of pupils in elementary schools is impacted by the adequacy of physical facilities that are available. This is because pupils are motivated to attend school due to the presence of suitable physical facilities. Additionally, it was shown that the proximity to the school had an impact on the enrollment of students. The enrollment of students in primary schools in Imenti Sub-County was influenced by cases of disciplinary issues. Based on the findings of the study, the following recommendations are proposed: The Ministry of Education should prioritize the provision of comprehensive teaching and learning resources across all subjects in schools, with the aim of increasing school enrollment rates. It is imperative for head teachers to oversee the diligent adherence and implementation of school rules, with strict consequences for any individuals found in violation of those norms. In order to enhance school enrollment rates, it is advisable for the Ministry of Education, in collaboration with other education stakeholders, to construct additional educational institutions in regions where students are required to traverse considerable distances on foot to access schooling facilities. It is recommended that the Government of Kenya increase its allocation of funds in order to ensure the sufficient availability of teaching and learning resources.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education serves as a fundamental cornerstone upon which the economic, social, and political progress of any nation is established. According to the World Bank (2017), it is well recognized that utilizing this approach can effectively mitigate poverty and facilitate economic development. According to the World Bank (2018), education has the capacity to empower individuals, enhance their earning capabilities, and contribute to the overall well-being and stability of a nation. In order to underscore the importance of education, a consensus has been reached among the majority of countries within the United Nations to prioritize universal primary education. This is not only recognized as a fundamental entitlement for every individual, but it also necessitates that countries develop robust strategies to ensure the enrollment of all children of appropriate age into schools. These strategies should encompass provisions for free education, the expansion of educational services, and the establishment of accountability measures for all those involved in the education of children (Adam, 2016). The significant advantages of early childhood education need an examination of the various institutional factors that influence learners' attendance in this educational setting. Despite the well acknowledged advantages associated with regular school attendance, there still exists a significant number of schools where children are not consistently enrolled in preschool programs.

According to the UNESCO Global Monitoring Report of 2014, it was observed that there existed a population of about 57 million children of school age who were not enrolled in educational institutions. According to the report, it was also projected that by the year 2015, a significant number of nations would remain quite distant from achieving the goal of universal early childhood education (ECE), which entails reaching an eighty percent enrollment rate. According to a report by UNICEF (2017), the Guyana out-of-school children research revealed that the distance between home and school has a significant impact on children's school participation. This is mostly attributed to the presence of physical barriers and the surrounding community resources. Despite the concerted efforts made by the United Nations Charter and global education conferences, a significant disparity in enrolment rates continues to persist. In the United States, the act of attending school has been found to be a significant indicator of learner outcomes. According to a study conducted by American University in 2021, there are three primary factors contributing to low attendance rates in schools. These factors include physical health concerns such as obesity, diabetes, asthma, tooth decay, and influenza.

Additionally, bullying and socio-economic challenges, which can lead to homelessness or unstable housing conditions, as well as limited access to transportation resources, are identified as significant contributors to low attendance rates. According to a study conducted by Calvary Lutheran Church School in the United States, regular school attendance offers a multitude of remarkable advantages that significantly impact a child's life. According to the survey, students who regularly attend school demonstrate a higher likelihood

of achieving proficiency in mathematics and reading examinations compared to their counterparts who have irregular attendance. Students are more inclined to consistently complete their daily homework and tasks, hence enhancing their readiness for quizzes and tests. Young children are exposed to activities and lessons that play a crucial role in the development of language skills. Ultimately, consistent attendance at school facilitates a child's participation in diverse social contexts, so enhancing their understanding of the resources in which they reside. Engaging in social interactions with peers facilitates the acquisition of knowledge regarding social norms, nonverbal communication, and the articulation of personal viewpoints.

The study conducted by Shami and Hussain (2015) in Canada demonstrated that the presence of physical facilities within a school had a notable impact on the academic performance of students. In the realm of educational infrastructure, the learning resources holds significant importance since it directly impacts the efficacy of the learning process. Without an appropriate setting, the attainment of effective learning outcomes becomes unfeasible.

According to Bruce (2016), the learning resources has been aptly referred to as the "third teacher." However, it is crucial to recognize that the resources should not be seen as a standalone entity; rather, careful consideration must be given to the specific contexts in which learning takes place. The provision of ample space is a crucial element in creating an optimal learning resources, however its significance lies solely in its ability to contribute to the establishment of a conducive climate for learning.

In the Philippines, Limon (2016) conducted a study which found that the sufficiency of physical facilities is a significant factor within the teaching and learning process. This factor directly impacts the educational achievements of students as it facilitates the reinforcement of skills and knowledge. The inadequacy of school facilities has a detrimental effect on student enrollment and academic achievement. Consequently, school administrators should prioritize the development and implementation of policies and procedures that address facility provision and ensure efficient utilization and management.

According to Saeed and Wain (2011), the provision of physical amenities in India has a crucial role in enhancing students' learning outcomes and academic achievements. As a result of the growing number of students enrolling in schools, it is imperative to ensure that the necessary facilities are made available to enhance the overall educational experience by providing students with practical and tangible learning opportunities. The presence of physical facilities contributes to the improvement of students' learning experiences. Furthermore, a study conducted by Azard and Kumar (2016) demonstrates that the presence of essential physical amenities such as classrooms, water supply, electricity, boundary walls, toilets, furniture, playgrounds, libraries, and dispensaries has a substantial and favorable impact on students' academic performance and achievements, potentially affecting their attendance.

According to Ebinum et al. (2017), in Nigeria, rural students who have to travel long distances from their homes to school face various obstacles that have been well-documented in terms of their impact on academic success. The

extensive travel required for these long-distance commuters often restricts their ability to participate in extracurricular activities, leading to lower academic performance and limited access to educational opportunities for the majority of students. These aforementioned conditions are purported to place rural pupils at a disadvantage, particularly in cases where their families face financial difficulties or rely solely on the bus for transportation to school.

In the East African region, there has been a notable rise in the enrollment of students in primary schools. As an illustration, it may be observed that Burundi has demonstrated a notable rise in enrollment rates, with an increase from 1.4% in 1973 to 49.2% in 2017, as reported by UNESCO in 2019. The country of Rwanda experienced a notable rise in the enrollment of students, with figures increasing from 12.52% in 2001 to 44.3% in 2019. The country of Uganda experienced a significant rise in its percentage from 3.78% in the year 2001 to 74.6% in the year 2017. In the context of Kenya, the enrollment figures for primary school students indicate that in 2018, there were approximately 2.9 million students enrolled, while in 2019, the estimated enrollment increased to over 3.26 million students. Despite a significant surge in primary school enrollment, the provision of quality education remains a challenge due to a lack of enough facilities, teachers, materials, and resources to meet the demands of the growing student population (UNESCO, 2019).

The concept of universal primary education aims to guarantee that children from disadvantaged socio-economic circumstances are able to successfully finish a comprehensive primary school curriculum. Despite the

implementation of Free Primary Education in Kenya, the issue of student enrolment in public schools continues to pose a significant challenge (Ngugi, 2015; Rasto, 2015; Dzombo, 2015; Owuor, 2018; Weatherholt, 2019). The provision of Free Primary Education (FPE) is influenced by various factors, as highlighted in the Economic Survey (2020). These factors include direct expenses related to uniforms and meals, as well as indirect expenditures. Additionally, the prevalence of poverty and insecurity, along with the great distances that students have to travel to reach schools, further impact the provision of FPE. Moreover, the lack of access to adequate food and water at home also plays a role in this regard.

Imenti North Sub-County is among the nine sub-counties located within Meru County, situated in the country of Kenya. Based on the findings of the Kenya Population and Housing Census (2019), it was observed that the number of pupils who successfully completed elementary education in Imenti North Sub-County amounted to 70,732, whilst in Imenti South Sub-County, the corresponding figure stood at 90,648. Despite the concerted efforts and interventions by the government to ensure Free Primary Education (FPE) nationwide, Imenti North Sub-County appears to lag behind in terms of pupil enrollments in public primary schools. This study aims to examine the impact of the school resources on the enrollment of kids in public primary schools within the Imenti North Sub-County of Kenya.

1.2 Statement of the problem

The acquisition of a foundational education is an essential requirement for the realization of Kenya's Vision 2030, a national development plan aimed at achieving industrialization inside the country. The introduction of Free Primary Education (FPE) in Kenya was implemented with the objective of enhancing the enrollment rates of children of primary school age (Maori, 2003). This aligns with the principles established by international accords that acknowledge education as an essential and fundamental human right. Despite the implementation of policies that provide free primary education, there continues to be a significant issue with poor school attendance rates (King et al., 2015). Based on the findings of the Economic Survey (2020), it was observed that Kenya allocated a proportion of 15.3 percent of its total revenue towards the funding of education. On an annual basis, the nation allocates a substantial amount of its budget towards government expenditure on education. Nevertheless, Imenti North Sub-County is one of the sub-counties that exhibits a high level of educational attrition. Several research have been conducted, including those by Ncabira (2005), Rasto (2015), Ndungu (2017), Kipkoech (2020), Cherotich (2017), Kaburu (2014), and Ochwada (2019). However, the majority of these studies have mostly concentrated on the domain of teaching and learning. Based on the existing body of research, there is a dearth of empirical information about the impact of the school resources on student enrollment in public primary schools within the jurisdiction of Imenti North Sub-County. This study aims to examine the impact of school resources on the enrollment of students in public primary schools in the Imenti North Sub-County of Kenya.

1.3 The purpose of the study

The major objective of this study is to examine the impact of school resources on the enrollment of students in public primary schools within the Imenti North Sub-County of Kenya.

1.4 Objectives of the Research

The study was guided by the following objectives.

- i) To investigate the influence of provision of adequate teaching/learning resources on pupils' enrolment in Imenti North Sub-County.
- ii) To determine the influence of availability of adequate physical facilities on pupils' enrolment in public primary schools in Imenti North Sub- County.
- iii) To establish the influence of distance to school on pupils' enrolment in Imenti North Sub- Country.
- iv) To examines how discipline cases influence pupils' enrolment in public primary schools in Imenti North Sub-County.

1.5 Research Questions

The study was based on the following research questions:

- i) In which ways does the provision of adequate teaching /learning resources influence pupils' enrolment in public primary schools in Imenti North Sub- County?
- ii) How does the availability of adequate physical facilities influence pupils' enrolment in public primary schools in Imenti North Sub-county Kenya?

iii) To what extent does distance to school influence pupils' enrolment in public primary schools in Imenti North Sub – County?

iv) How does a school indiscipline case influence pupils' enrolment in public primary schools in Imenti North Su-county Kenya?

1.6 Significance of the study

The findings of this study would provide valuable insights for Boards of management and parents in assessing the impact of various tactics on student enrollment in public elementary schools. This analysis would also provide valuable insights to government officials and other relevant parties regarding the various factors that exist in different situations, despite the equitable distribution of funds to all students. Furthermore, it would offer potential solutions for addressing resource-related challenges in public primary schools, ultimately leading to increased enrollment rates in relation to the available resources. This study would also serve as a foundation for future research in other regions of the country.

1.7 Delimitation of the study

The research was carried out inside the geographical boundaries of Imenti North sub-county, without encompassing any further sub-counties. The researcher's focus in the study was on many resource elements that impact enrolment in Imenti North Sub County. These factors include the adequacy of teaching and learning resources, the adequacy of physical facilities, the distance to and from school, and the level of school discipline. In addition, her research mostly concentrated on public elementary schools rather than

secondary schools, as this choice was influenced by considerations of money limitations, time constraints, and logical reasoning.

1.8 Limitations of the study

Limitations, as defined by Best and Kahn (2007), refer to external factors that are beyond the researcher's control and have the potential to impose constraints on the study's findings and their generalizability to other contexts. The participants may not offer the desired responses for certain factors. The researcher provided an explanation to the participants regarding the nature of the research, emphasizing its academic objectives and assuring them of their privacy, prior to distributing the questionnaire.

1.9 Basic Assumption of the study

The study was based on assumptions that;

- i) All respondents were co-operative and provided reliable responses.
- ii) There was a relationship between school resources factors and pupils enrolment in public primary schools.

1.0 Definition of significance Terms

The following term are used;

Enrolment refers to the number of pupils' that are registered in the school.

Indiscipline refers to ignorance of school rules and regulations, time management and the administration of punishment.

Physical facilities refers to buildings, furniture and structures that facilitate learning in schools.

Proximity refers to distance to and from school.

Public primary school refers to government learning institutions that enroll day school pupils both girls and boys mostly aged between 6-14 years.

Teaching/learning resources refers to textbooks, charts and materials and equipment used to enhance effective learning.

1.11 Organization of the report

This study report is organized in five chapters. Chapter one deals with the background of the study, statement of the problem, Purpose of the study, basic assumptions of the study, delimitation of the study, limitation of the study, definition of the significant terms and organization of the study. Chapter two consists of the review of the related literature to the influence of school resources on pupil's enrolment whose independent variables are teaching /learning resources, adequacy of physical facilities, distance to and from school and school discipline. It also had theoretical and conceptual framework. Chapter three deals with research methodology that encompasses research design, target population, sample size, sampling technique, reliability and validity of the research instruments, and procedures for data collection and analysis technique. Chapter four deals with data analysis, presentation, interpretation and discussion. Chapter five provides a summary of the research findings and conclusions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides an overview of the literature that has been studied for the purpose of this study. The organizational structure of the study includes several subheadings: sufficiency of teaching and learning resources, physical facilities, distance to and from school, indiscipline instances and their impact on pupils' enrollment, summary of literature review, theoretical framework, and conceptual framework.

2.2 Adequacy of teaching learning resources and pupils' enrolment

Chaudhary (2019) did a study in India to examine the elements that influence the implementation of curriculum. The findings of this study indicate that the availability of learning materials is crucial for effective teaching and learning to occur. According to Romiszowski (2018), the improvement of student performance in schools is contingent upon the identification and implementation of effective teaching and evaluation strategies by governments. Sifuna (2015) posits that the function of the teacher is inherently dynamic, mirroring the ever-changing nature of the community in which they operate. According to Sifuna (2015), it is argued that in order for teachers to properly carry out their duties, they require a supportive resources and access to enough resources. In a study conducted by Kinyanjui (2017), an examination was undertaken to investigate the disparities in the allocation of educational resources across various regions within Kenya, as well as the

divide between rural and urban localities. The research revealed that the provision of national education aid is distributed evenly among various central agencies, including the Teacher Services Commission and the Kenya School. Teaching materials refer to educational resources employed to support and enhance classroom instruction and facilitate the process of learning.

The study conducted by Naisiano et al. (2020) examined the impact of instructional materials accessibility on the academic progress of students enrolled in senior elementary schools located in the Karunga region of the Gilgil District. The findings of the research indicated that pupils attending public schools exhibited lower levels of academic attainment compared to their counterparts enrolled in private primary schools. This disparity was attributed to the insufficient availability of resources and qualified educators in public schools. According to Saad and Sankaran (2020), these educational resources provide students with fundamental information and competencies, along with the capacity to establish and sustain institutions. Additionally, these materials cultivate problem-solving abilities and foster critical analytical thinking in students. The accessibility of instructional resources holds significant importance and contributes positively to the academic progress of pupils. Insufficient educational resources result in abstract pedagogy and foster passive acquisition of knowledge, ultimately resulting in subpar academic achievement (Wambua & Murungi, 2018).

In a study conducted by Livumbaze and Achoka (2017), the impact of teaching and learning resources on student accomplishment in public

secondary schools in Hamisi District, Kenya was examined. The researchers discovered a significant correlation between the availability of instructional and learning resources and the success of teaching and learning outcomes. Based on the findings of the study, it is imperative to ensure that underperforming schools are equipped with sufficient educational resources and instructional materials in order to enhance their academic outcomes. This study additionally highlights the significance of sufficient libraries, classrooms, and laboratories in enhancing the academic outcomes of public schools within the Laikipia Barat District. The study revealed that several educational institutions have transformed traditional classrooms into laboratories, thereby intensifying the focus on three science disciplines, even within limited spatial constraints. The absence of internet connectivity within educational institutions poses a significant obstacle to the efficacy of online instructional methods and the acquisition of knowledge. In a study conducted by Tobister (2017), the researcher examined the various factors that influence students' academic achievement and their attainment of a Certificate in Basic Education within the districts of Kiminini and Trans Nzoia in Kenya. The results of the study indicated that the academic achievement of students in public primary schools was impacted by the presence and accessibility of various educational resources, including computer and scientific laboratories, libraries, classrooms, workshops, agricultural facilities, farms, and playgrounds.

Galle, Agahu, and Riko (2020) assert that educators and other personnel demonstrate concern for the upkeep of physical facilities inside educational

institutions due to the significant impact these resources and amenities have on the instructional process and academic achievement of students. Insufficient provision of infrastructure, notably desks, classrooms, toilets, dorms, and teacher accommodation, detrimentally impacts the quality of instruction. Furthermore, the impact of inadequate compensation and unfavorable working circumstances on educators' capacity and incentive to deliver high-quality educational resources is a critical consideration in the operational effectiveness of the institution. A positive educational setting is correlated with reduced class sizes, leading to enhanced academic achievement and improved availability of educational resources. The presence of clean air, adequate lighting, a compact and peaceful setting, comfortable furnishings, and a safe atmosphere are key markers of a favorable learning resources. This resources plays a crucial role in facilitating student academic progress. The relationship between textbooks and academic performance exhibits a stronger link compared to alternative teaching resources that have been recognized as instructional materials. In a study conducted by Musyoka (2018) on the academic factors affecting the performance of Kenyan students in the high school diploma program at Katiani sub-district, it was discovered that there were deficiencies in educational resources, specifically in public schools, such as radio, television, computers, and projectors. Additionally, the study highlighted the issue of teacher shortages as another contributing factor to the inadequacy of academic support. This phenomenon can be attributed to the absence of immediate changes following the expulsion of the teacher from the educational institution. The inquiry additionally revealed inadequate

laboratory and library resources, among other deficiencies. Ultimately, this research has revealed that principals exhibit infrequent engagement in the examination of instructors' lesson notes and the assessment of their performance. Subsequent research findings indicate a favorable and statistically significant correlation between student accomplishment and other factors, including learning resources, teacher adequacy, physical facilities, and the supervisory function of school principals. In a study conducted by Julius and Ronald (2021), the researchers examined the influence of educational resources on the academic achievement of public high school students in the West Transmara sub-district of Narok County, Kenya. The findings of their study indicated a significant relationship between educational resources and the performance of public high school students in the Transmara district of Kenya. The allocation of financial resources, facilitated by community grants, early tuition payments, scholarships, and district development funding, has a positive impact on school management and student performance, leading to overall improvements in academic outcomes. The academic performance of students is positively influenced by the availability of various learning materials, such as appropriate textbooks, writing prompts, e-learning tools (e.g., radio, tape recorders, television, and video recorders), as well as teacher manuals and directions. In a similar vein, the presence of physical amenities such as well-furnished classrooms, libraries, laboratories, as well as dedicated spaces including clinics, staff rooms, dormitories, kitchens, cafeterias, and restrooms has been shown to positively impact student academic achievement. The presence of sufficient and highly skilled personnel, encompassing both

teachers and non-teaching staff, within the realm of human resources, has a positive impact on student academic achievement.

2.3 Physical facilities and pupils' enrollment

The classroom serves as a fundamental component of a school's resources, and it is imperative that educational institutions possess sufficient classrooms that are aesthetically pleasing, featuring well-painted walls and ample space to effectively accommodate learners (Hawa, 2018). The study posits that it is imperative for the government to furnish physical infrastructure, including classrooms, labs, workshops, libraries, and sports fields, to establish a conducive resources for effective implementation. According to Sossion (2019), it is proposed that Kenya should implement small class sizes in accordance with the customized learning criteria recommended by UNESCO. Additionally, he suggests the implementation of infrastructure, such as computer systems, to enhance the overall functionality and efficiency of the system. The educational institution has implemented several measures to accommodate the increasing number of students, such as the establishment of laboratories, workshops, libraries, and the construction of additional classrooms. Additionally, the government has implemented a policy of ensuring a 100% transition rate from elementary to secondary education. Learning becomes significantly more efficient and effective when students are in a state of comfort, which encompasses various factors such as the availability of sufficient usable space, effective noise management, appropriate lighting conditions, optimal temperature levels, and acceptable sanitary measures.

Based on Best's (2015) findings, it is the duty of administrators to guarantee that all students are provided with equitable access to high-quality education within an instructional setting that possesses the necessary physical infrastructure to optimize the teaching and learning process. Furthermore, the implementation of educational policies that lead to the establishment of well-designed and properly maintained physical school facilities has both direct and indirect effects on the teaching and learning process. According to the findings of Mbadiwe-Woko, Ogwo, and Taylor (2019), the provision of sufficient facilities and resources is crucial in effectively catering to the diverse demands of a large population of learners. In contemporary times, the absence of adequate physical facilities in secondary schools poses significant obstacles to the educational requirements of students in the 21st Century. These facilities are intended to facilitate student enrolment, improve teaching and learning processes, and support co-curricular activities (Mgbodile, 2016). In instances where such facilities are accessible, they exhibit signs of disrepair and inadequacy, hence failing to effectively inspire secondary school students towards academic engagement. Educational facilities, commonly known as school facilities, are designated spaces that support the learning and teaching process. The school facilities encompass the tangible resources offered inside an educational institution, including the school grounds, buildings, and other equipment. These facilities are comparable to capital in various industrial contexts. In order to achieve the national objective of enhancing the educational system to ensure a sufficient supply of competent individuals

capable of effectively utilizing the country's natural resources, it is crucial to ensure the widespread availability of educational facilities within schools.

According to Onuorah (2014), the provision of buildings is essential for accommodating both staff and students, while the inclusion of sport and games facilities is crucial for fostering the holistic development of pupils in terms of their mental, social, and physical well-being. Physical facilities encompass the entirety of a school's land and the physical structures situated upon it. The term "school infrastructure" encompasses the physical components of a school, including the building itself, the playgrounds, the equipment, and other material resources that are given to facilitate effective teaching and learning activities. According to Mgbodile (2016), the physical amenities of a school serve as the spatial manifestation of its curriculum. According to Ani (2017), physical facilities encompass a range of amenities such as instructional facilities, health facilities, recreational facilities, welfare facilities, and sport facilities. Additionally, it encompasses the presence of both fixed and mobile structures and materials within the educational institution, including classroom buildings, laboratory equipment, furniture, chalkboards, as well as audio and visual aids. The term "instructional facilities" refers to the various facilities and equipment available within a school that are utilized by the members of the school community (Abraham, 2013).

According to Nwaogu (2015), it has been argued that regardless of the level of manpower resources available, the educational process necessitates suitable physical facilities such as accommodation, libraries, furniture, and

playgrounds in order to encourage student enrolment. Insufficient provision of instructional facilities can have a detrimental impact on the efficacy of educators, therefore resulting in subpar academic achievements. Therefore, in the absence of sufficient physical facilities, how can we anticipate pupils to attain intellectual excellence? The presence of well-developed infrastructure, including buildings, lodgings, furniture, and equipment, in a school resources has been found to facilitate and expedite the learning process, as compared to an resources that lacks these resources. In their study, Adesina, Akomolafe, and Adesua (2016) observed a notable correlation between the quality of school physical amenities and the extent of students' motivation. This intervention contributes to the enhancement of students' personality traits. Additionally, the provision of adequate physical resources fosters the development of students' abilities, fosters a sense of emotional connection and warmth, and mitigates inflexibility, all of which have a good impact on students' overall personality development (Nazi et al., 2014).

This study examines the evaluation process of the UPE programmer (2016) as observed by Windsor Consult Rwanda and Measure Africa (U) Limited. From an academic standpoint, there is a constant association between overcrowded classrooms and schools and heightened levels of hostility in kids, which subsequently impacts their dedication to the learning process. Conversely, classrooms that possess sufficient space are more likely to foster adequate learning resources for pupils, promoting engagement and facilitating learning. Government schools offer a range of amenities, including administration rooms, instructional spaces, support facilities, laboratories, and open areas.

According to Ibrahim, Osman, Bachok, and Mohamed (2016), it is essential to ensure that all of these amenities are sufficiently provided and effectively managed. The presence of physical infrastructure, such as classrooms, tables, and bathrooms, has a crucial role in influencing both student attendance and academic performance. Several studies conducted in Botswana and New Guinea have examined the factors influencing pupil enrollment. These elements include the availability of physical facilities, classroom size, and the implementation of appropriate school discipline policies, among others.

Ileoye (2015) contends that students have a sense of contentment in their educational resources when functional toilets and urinals are readily accessible, when specified spots within the school premises are adorned with flowers, and when there is a well-maintained playground and other appealing facilities that enhance the teaching and learning process. Ezeanichinedu (2019) posits that the achievement of a world-class enrolment in educational institutions is influenced by multiple factors. One of the primary factors contributing to their effectiveness is their level of efficiency and responsiveness. Prospective candidates are not alone seeking individualized assistance at every stage, but also desiring prompt delivery of such support. In contemporary times, the availability of pertinent, significant, and timely information has become increasingly influential in shaping a potential client's decision-making process. This finally establishes a connection to the existing enrollment system. When effectively implemented, enrollment systems provide admission teams with a heightened advantage in understanding and addressing student needs and motivations. The establishment of a centralized

system facilitates a seamless transition across the entire process, encompassing first interaction with customers to the ultimate conversion stage. In this discourse, we shall systematically examine the rationales behind the prioritization of automated enrolment systems in the context of student enrollment. The process of admission commences well in advance of the applicant's initial submission of their application. The process commences when individuals are evaluating their alternatives. As an admissions officer, when a student expresses interest in acquiring further information about our institution, it is highly probable that they are concurrently seeking information from many educational establishments. Consequently, it becomes imperative to enhance our facilities in order to remain competitive and attract prospective students. According to Ajayi (2019)

2.4 Distance to school and Pupils' Enrolment

The distance to a school is a fundamental factor that influences the selection of a school, as it is closely associated with both the cost and mode of transportation chosen by students. According to a study conducted by Easten and Ferrari in 2015, children are more inclined to walk to school when the distance is less. According to Adefunke's (2015) study, the geographical distance between students' homes and schools in Bauchi State, Nigeria necessitated the use of various modes of transportation, including walking. This situation has led to a high incidence of truancy among students attending community secondary schools, consequently negatively impacting their educational attainment. Truancy or absenteeism has a significant impact on kids, since it results in their peers progressing in their learning while the

missing student falls behind. Furthermore, Melack (2014) conducted a study that demonstrated how extended walking distances can lead to students arriving to school in a state of exhaustion. This exhaustion subsequently impairs their ability to concentrate on the material being taught, and in some cases, even causes them to doze off during class, thereby hindering their overall effectiveness in learning. The diminished capacity of pupils to effectively and efficiently study can be attributed to fatigue, which adversely affects both their mental and physical faculties. Therefore, situations of this nature pose a hindrance to the process of efficient learning since it necessitates a state of tranquility in the mind. If the learner happens to be experiencing stress, disturbance, nervousness, harassment, or worry, their ability to learn well is compromised. Distance-related variables have been found to be associated with fatigue and tardiness among students, thereby diminishing their available time for learning. Moreover, the necessity of traveling large distances may compel children to go from school prematurely in order to prevent arriving at their residences late (Human Rights Watch, 2017). This phenomenon has the potential to impede students' engagement in extracurricular educational activities, such as sports and games, which typically occur outside of regular class hours.

According to Muhia (2015), the presence of great distances between students' homes and schools results in a reduction in the time available for teachers and students to interact, as students are required to allocate a significant amount of time to walking rather than being present at the school. Consequently, the considerable distance between the student's residence and the educational

institution leads to a reduction in the amount of time available for engaging in effective learning activities. Hence, it is imperative to develop strategies aimed at mitigating the considerable commuting distances faced by secondary school students. According to the findings of Mhilwa (2015), there is evidence to suggest that an increased distance between students' homes and schools has a negative impact on the quality of communication between teachers and students. This, in turn, has the potential to hinder the academic advancement of the learners. In addition, the substantial amount of time that students allocate to commuting detracts from their potential for academic engagement, so potentially compromising the quality of their learning outcomes. In addition, Bashaiza (2016) conducted a study which found that the considerable distance between students' homes and schools has a negative impact on their ability to concentrate in the classroom. This is due to the fact that some students arrive at school in a state of perspiration, tension, and physical and mental exhaustion, thereby hindering their learning experience and perhaps impacting their enrollment rates.

2.5 Discipline cases and pupils' enrolment

According to Louis (2017), the teacher plays a significant role in shaping the character development of students. For example, the negative influence of a teacher can manifest when employing ineffective instructional methods, displaying limited attentiveness towards students, arriving unprepared for class, and lacking the necessary leadership and authority to effectively discipline pupils. According to Mukiri (2014), a study conducted in Nairobi, it was observed that in traditional societies, the matter of disciplining children

was a collective responsibility shared by all members of the community. This phenomenon has undergone a transformation as a significant number of youngsters now commence their educational journey at a tender age, resulting in a substantial portion of their time being spent apart from their parental figures. The responsibility for enforcing discipline is primarily delegated to teachers due to the parents' preoccupation with financial pursuits. According to Kilonzo (2013), the behavior of students in schools is largely influenced by the values and practices prevalent in their community. This suggests that in the absence of social order or positive values within the society, students may exhibit disciplinary issues in school, hence presenting a problem in effectively managing student discipline. According to Lowry (2015), many challenges such as poverty, separation and divorce, stress, and inadequate access to basic necessities can have a discernible impact on the behavior of students inside educational settings. This suggests that these issues have the potential to have a detrimental impact on children, hence presenting a difficulty in the realm of disciplinary management.

According to Bosire et al. (2014), it is argued that school administrators bear the responsibility of fostering a democratic atmosphere within educational institutions, with the aim of empowering parents and instructors to effectively guide students' conduct towards desired outcomes. Sheldon and Epstein (2016) argue that the partnership between schools and parents yields significant positive effects on children's behavior. The implementation of alternative disciplinary approaches has the potential to foster significant educational outcomes among children. This can be achieved through the

collaborative efforts of several stakeholders, including teachers, parents, Ministry of Education officials, Teacher Service Commission, and the students themselves. By working together synergistically and demonstrating a shared commitment to the attainment of organizational objectives, meaningful learning experiences can be facilitated. According to Kivulu and Wandai (2016), there are two distinct disciplinary approaches: preventative and punitive. The preventive approach involves procedures that do not use physical pain, whereas the punitive approach employs physical pain as a means of deterrence. In accordance with the findings of Kiprop (2015), it is posited that administrators must possess a combination of technical skills, human skills, and conceptual skills in order to carry out their responsibilities with optimal effectiveness and efficiency. According to Kiprop (2015), training plays a crucial role in equipping individuals with the requisite knowledge, skills, and attitudes needed to effectively fulfill their roles and responsibilities in order to successfully complete tasks. This finding suggests that a significant majority of educators lack formal training in discipline tactics and their practical implementation. In essence, the training offered at colleges and universities is insufficient and fails to adequately equip instructors to address the demands of the classroom setting.

The establishment of discipline within a school setting can be attained by the implementation of a shared responsibility in the administration of the educational institution (Rowne, 2015). The lack of successful administration of school discipline contributes to a rise in the number of students who drop out, resulting in an increase of individuals who are unproductive within

society, partially due to subpar academic achievements. The presence of school resources gives rise to disciplinary issues for both school administrators and instructors. The interpersonal dynamics among students and between students and staff are characterized by a lack of harmony and mutual respect. Staff demonstrations have become a prevalent occurrence in contemporary society, with many issues such as violence, discrimination, harassment, bullying, intimidation, and the utilization of weapons, drugs, alcohol, and cigarettes being commonly observed (Mitchell, 2016). There is indisputably a correlation between these factors and subpar academic achievement. The occurrence of student unrest in schools can be attributed to various factors within the school resources. These factors include the implementation of strict rules and regulations, an unsupportive school atmosphere, ineffective administrative practices that lack opportunities for discussion, limited extracurricular activities, insufficient professional standards among teachers, a lack of dialogue, and issues of incompetence, tardiness, and absenteeism (Jones and Jones, 2016). The formation of cliques among students and their peers can have detrimental effects on the school and its management.

According to Mercure (2015), it is suggested that alternative tactics be employed in lieu of corporal punishment, which would allow the individual responsible for the misconduct among the students to recognize their wrongdoing and facilitate the possibility of personal transformation. The learner may be subject to negative conduct due to external circumstances, rather than as a deliberate choice. The degree of intolerance for undesirable behavior is determined by the duration between the occurrence of the offense

and the implementation of punitive measures. The student is immediately reminded of the error in which they are engaged. Nevertheless, it is plausible that the occurrence could also enhance public consciousness regarding the event. Punishment is often employed as a means of addressing instances of anger expressed by educators. Consequently, the act of shouting and criticizing has the potential to exacerbate relationships and further degrade the situation (Docking, 2016). A setting that promotes successful learning and is devoid of tension is highly regarded, and can be fostered through the incorporation of comedy. The utilization of redirection is recommended in order to guide a learner who has encountered a fault or error.

2.6 Theoretical framework

The investigation was informed by Chinapah's (1984) theoretical model of learning. The model places significant emphasis on the principle of ensuring equal rights to education, regardless of factors such as age, gender, ethnicity, socio-economic background, and geographical origins. Additionally, it underscores the importance of providing equitable access to various forms and degrees of education. The notion posits that pupils receive equitable treatment within the educational setting, encompassing both teacher behavior and the dynamics of learner relationships and interactions. The model identifies several key aspects that are crucial for ensuring access and retention of kids in schools. These factors include teacher education, training, and stability, class size, school facilities, teaching and learning materials, resources, and school administration. The model posited an argument that the dynamics of the

relationship between the educational institution and its surrounding resources exerted an influence on the process of student enrollment. School-based influences play a significant role in shaping parents' beliefs, practices, and attitudes regarding their children's education. Various misconceptions exist that can influence the anxieties of parents and the aspirations of children when it comes to school enrollment.

2.7 Conceptual framework

According to Matula et al. (2018), a conceptual framework is a visual representation, typically in the form of a diagram that depicts the primary concepts and their hypothesized interrelationships. The research objectives will serve as the guiding principles for the conceptual framework in this study. The dependent variable in this study pertains to the enrolment of kids in public primary schools. The independent factors being examined are teaching/learning resources, physical facilities, distance to and from school, and indiscipline.

DEPENDENT VARIABLE INDEPENDENT VARIABLE

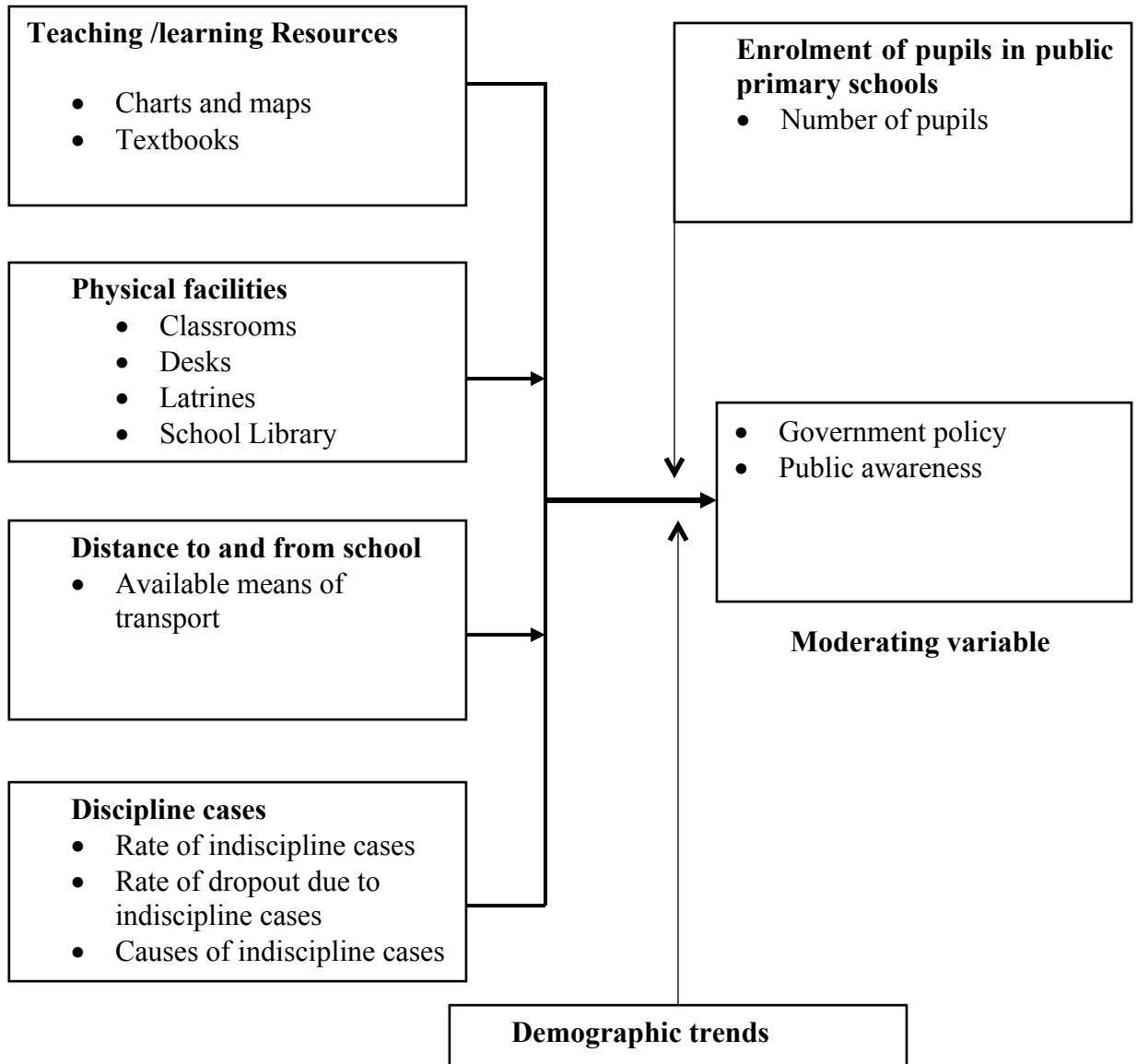


Figure 2. 1: Influence of School Resources on Pupils’ Enrolment in Public Primary Schools in Imenti North Sub- County, Kenya

The researcher has constructed a conceptual model to ascertain the solutions to the inquiries posed in the investigation. The variable being studied is enrollment, which is considered the dependent variable. The independent

variables in this study are physical facilities, teaching and learning resources, family background, and location.

According to Kothari (2004), moderating variables are independent variables that are not directly aligned with the research objective but possess the potential to influence the dependent variable. Examples of such moderating variables include culture and gender. In the context of this investigation, it is postulated by the researcher that the moderating variables will not exhibit a substantial impact. . This study demonstrates the association between many independent variables, including control variables, and the dependent variable. This study examines the variables and their potential patterns of influence on teachers, specifically focusing on their subsequent impact on pupil enrollment in public primary schools. The application of the Conceptual Framework

The independent variable is identified. This study examines several factors that contribute to the overall quality of education, including the sufficiency of teaching and learning materials, the suitability of physical facilities, the proximity of students' residences to the school, and instances of disciplinary issues. The study has additionally recognized the dependent variables as the enrollment rates of students in public primary schools, both incoming and outgoing.

Ensuring access to education for school-aged kids in Kenya can be facilitated through garnering cooperation from stakeholders, including parents and teachers, among other relevant parties. The efficacy of education in alleviating poverty is limited, hence necessitating government involvement to impact

student enrollment. Hence, when addressing the enrollment of students, it is advisable to consider the moderating variables that exhibit a positive influence on both the dependent and intervening variables.

The preceding literature study effectively identified the impact of the school resources on student enrollment in public primary schools. The analysis highlights the significance of several resources factors within schools and their impact on student enrollment in public primary schools. It is apparent that there is a significant enrollment of students across various nations. The literature research reveals that a significant number of youngsters have been denied access to formal education, resulting in the restriction of their potential and subsequent hindrance of their contributions to the nation's growth. This study thus aimed to address some existing gaps in the literature, despite the extensive body of research that has been conducted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an overview of the research approach that will be employed to conduct the study. The paper encompasses the subsequent aspects: introduction, research design, target population, sample size and sampling processes, research instruments, validity of the instruments, reliability of instruments, data collection procedures, data analysis methodologies, and ethical issues.

3.2 Research Design

The researcher employed a cross-sectional survey methodology to examine the impact of school resources elements on kids' enrollment in the Imenti North Sub-County. The aforementioned study strategy is frequently employed for the purpose of drawing inferences regarding potential relationships or to collect preliminary data in order to substantiate subsequent research endeavors (Kothari, 2011). The research design entailed the systematic observation of data from a designated population at discrete time intervals. The participants in this study were chosen based on specific variables of interest. The researcher documented the data that was observed within a certain population without introducing any changes to the independent variable. This strategy facilitated the gathering of data pertaining to many factors in order to examine their correlation with the primary variable of interest. The research strategy employed in this study is cost-effective and efficient in terms of data

collecting. It allows the researcher to get data on numerous variables simultaneously, hence providing opportunities for additional investigation. Therefore, the researcher evaluated Imenti North Sub-County based on its geographical location, associated expenses, and time requirements, ultimately determining the suitability of the chosen research methodology.

3.3 Target population

The term "target population" encompasses all individuals or entities within a specific group or set of issues, events, or people, to which a researcher aims to apply the findings of their study in a broader context (Borg & Gall, 2007; Glass, 1996). The research focused on the entirety of the 200 public primary schools within the sub-county, which consisted of 200 head teachers and 1500 class eight kids in Imenti North Sub-County, located in Meru County.

3.4 Sample Size and Sampling Procedure

According to Fowler (2002), it is essential for a sample to possess representativeness in relation to the population it is derived from. According to Best and Kahn (2011), a sample size of percent or more is deemed to be substantial. This size is regarded sufficient to detect a significant effect, as stated by Kerlinger and Lee (2000). In the present study, a 20 percent sample was employed to choose the children. The method of simple random sampling was employed to pick both the head teachers and pupils in this study, and it will continue to be utilized to select the pupils. Consequently, the research used a sampling procedure that included 20 percent of the total population of 200 head teachers and 1500 kids. This resulted in a sample size of 40 head

teachers and 300 pupils from class eight. The research employed a simple random sampling technique in order to achieve a representative sample of the population (Mugenda & Mugenda, 2003). The adequacy of the sample sizes for the head teachers and kids in this study is supported by Neuman's (2000) assertion that a sample size equivalent to 20 percent of the target population is sufficient, provided that it enables the collection of trustworthy data and ensures a desired level of accuracy when estimating characteristics of a larger population.

3.5 Research instruments

Data collecting instruments are essential tools utilized by researchers to facilitate the acquisition of information pertaining to variables of interest (Design, 2005). In this particular study, data will be obtained from both primary and secondary sources. The secondary sources encompass several forms of evidence, such as records, previous studies, and documents. The investigated documents encompassed nominal rolls, class registers, and information pertaining to teaching and learning resources. The primary sources under investigation are individuals who have been provided with authentic data within their respective field of research. Questionnaires were distributed to students in the seventh grade and to the principals of the respective schools. According to Orodho (2009), surveys serve as a means to gather data pertaining to individuals' attitudes, beliefs, and behaviors. The questionnaires utilized a combination of structured and unstructured questions and were distributed to participants within the school setting using a drop and

pick procedure. Closed-ended questions facilitated the researcher in gathering quantitative data, whereas open-ended questions facilitated the researcher in gathering qualitative data.

3.6 Validity of the Instruments

Validity refers to the extent to which the findings and data analysis accurately reflect the phenomenon being studied (Orodho, 2009). Validity, as defined by Ranjit and Kumar (2005), refers to the inherent quality of a measurement technique that ensures both credibility and precision. According to Borg and Gall (2007), validity is characterized as the extent to which a test accurately assesses the construct it claims to measure. In order to strengthen the content validity of the instruments, consultations were conducted with supervisors from the Department of Educational Management, Policy, and Curriculum Studies to boost the relevance of the instrument's content. Expert judgment has been discussed by Kothari (2011) and Best and Khan (2011). The purpose of piloting is to assess the clarity of test items, the appropriateness of the language employed, and the practicality of conducting the study.

3.7 Reliability of the Instruments

Reliability pertains to the degree to which equipment produce consistent measurements when administered to the same individuals on multiple occasions. According to Worthen et al. (1993), reliability can be conceptualized as an indicator of the stability, dependability, trustworthiness, and consistency of a test in consistently measuring the same construct across multiple administrations. Kombo and Tromp (2009) assert that reliability is a

metric that gauges the consistency of outcomes produced by a specific test. The assessment of the instruments' dependability was conducted by the utilization of the test-retest technique. The reliability coefficient was computed using the formula for Pearson's product-moment correlation coefficient (r) as described by Best and Kahn (2011).

$$R = \frac{\Sigma(\bar{x}-x) (\bar{y}-y)}{\sqrt{[\Sigma(x-x)^2] [\Sigma (y-y) ^2]}}$$

x =the score of the independent variable

y =the score of dependent variables

\bar{x} =the mean score for independent

\bar{y} =the mean score for dependent variable

Source: Elifson, Runyon and Haber (1990)

$$= \frac{18(2125)-(121) (123)}{\sqrt{[18(2095-1212)] [18(2163-1232)]}}$$

$$= \frac{23,367}{234.34.1107}$$

$$=0.9$$

Kothari (2019) asserts that a reliability coefficient over 0.70 is considered satisfactory for the utilization of instruments in social research. The author

further notes that the questionnaires administered to pupils had a r value of 0.9, showing a high level of instrument dependability.

3.8 Data collection procedures

The researcher received clearance from the Faculty of Education at the University of Nairobi and subsequently got research permission from the National Commission of Science, Technology, and Innovation (NACOSTI). The County Director of Education, Meru County, was provided with a duplicate of the permit, which subsequently resulted in the issuance of a clearance letter authorizing the visitation to the educational institutions. The research assistant provided updates to the head teachers of many schools, and a concise introduction was given to the participants prior to distributing the questionnaires. This introduction aimed to clarify the purpose and significance of the study to the participants. The questionnaires were personally administered by the research assistant to both head teachers and kids during the study, and were promptly collected once they were fully completed.

3.9 Data Analysis Techniques

The process of data analysis involves the interpretation of large quantities of data, with the aim of reducing information overload and identifying meaningful patterns. Additionally, it involves the development of a structured framework for effectively presenting the evidence derived from the data (Best & Kahn, 2011). The process entailed the classification and organization of data into a thematic framework, which was constructed based on the primary themes as expressed in the objectives, concepts, and categories. The analysis

encompassed both quantitative and qualitative data. Descriptive statistics were employed. The quantitative data encompassed frequencies and percentages. The findings were displayed via tabular format. The qualitative data underwent processing through transcription and categorization of interviews and open-ended questions. This was accomplished using content analysis techniques, and the results were presented in the form of narratives, verbatim quotes, or turned into frequency tables. The responses were transformed into frequencies and percentages, which were afterwards shown in the form of tables. The completeness of the questions was verified, and afterwards, the data was coded and inputted into the computer using Statistical Package for Social Science (SPSS), specifically version 20, in order to facilitate analysis.

3.10 Ethical Consideration

In order to safeguard the fundamental rights of the participants, ethical considerations were duly taken into account. The initial step involved informing and providing assurance to the participants regarding the nature and goal of the study through the use of an introductory letter (see Appendix 1). A license permission was acquired from the County education office. The researchers obtained a research permit and authorization from the National Commission of Science and Technology to conduct their study in schools. The participants were duly informed that there were no physical, psychological, or financial hazards associated with their involvement in the research, and their participation was entirely voluntary. The project underwent evaluation using the Turnitin software to detect instances of plagiarism. The identities of the

respondents were anonymized to ensure their protection, and as a result, they were referred to just by their respondent category, specifically head teachers and pupils. To ensure the confidentiality of individual responders, their identities were encoded when mentioned.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter provides an overview of the data analysis, presentation, and interpretation of the study findings obtained from the field. The present chapter provides an overview of the data analysis part, encompassing the instrument return rate, demographic information of the respondents, as well as the subsequent data analysis and interpretation. The study presents its findings based on the objectives, which encompass the evaluation of teaching and learning resources, assessment of physical facilities, examination of distance to school, and analysis of discipline cases affecting pupil enrollment in public primary schools within Imenti North Sub-County, Kenya. The data was analyzed using the Statistical Package for Social Sciences (SPSS) computer application.

4.2 Instruments Return Rate

The participants selected for this study consisted of head teachers and eighth-grade students. Questionnaires were distributed to both Head teachers and Class eight pupils. Table 2 presents the rate of return for the instrument.

Table 4. 1: Instrument return rate

Type of instrument	Number administered	Number returned	%return rate
Principals Questionnaires	40	36	90%
Class eight pupils questionnaires	300	280	93.33%

Table 4.1 presents the findings indicating a high instrument response rate of 280 (93.3%) among Class eight kids out of the total 300 questionnaires sent. Additionally, the response rate among Head teachers was 36 (90.0%) for the returned questionnaires. Kothari (2004) posits that a study can be considered efficient if it achieves a return rate of 60% or above.

4.3 Demographic information

The head teachers and eighth-grade students were requested to provide information regarding their demographic characteristics, including educational zone, gender, age, and academic year. The incorporation of these factors in the research was crucial as it facilitated a comprehensive comprehension of the demographic attributes of the participants.

4.3.1 Education zone of respondents

The research was conducted in the Imenti North sub-county, specifically encompassing three zones: Ntima, Miriga Mieru East, and the Municipality.

Figure 4.1 illustrates the schooling zone of eighth-grade students.

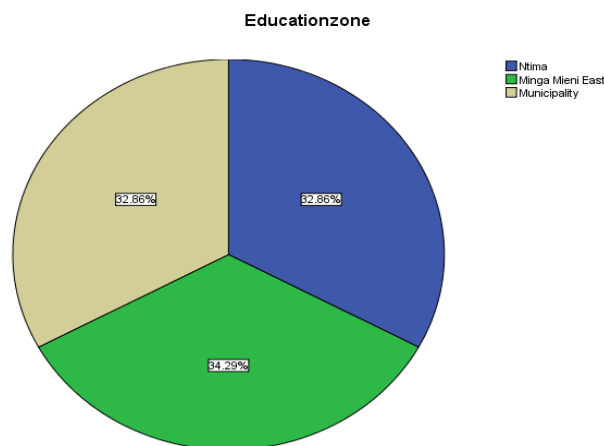


Figure 4. 1: Class eight pupil’s education zone

According to Figure 4.1, it can be observed that 34.29 percent of the students in class eight originated from Miriga Mieru East education zone, while an equal percentage of 32.8 percent were from both the Municipality and Ntima education zones. Figure 3 illustrates the distribution of head teachers within the Education zone.

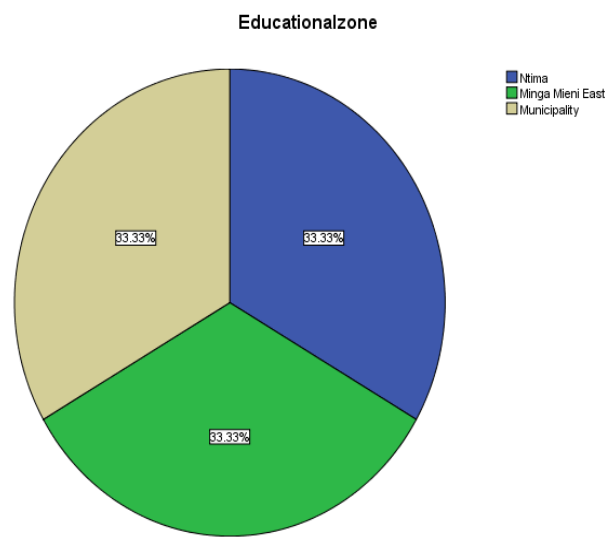


Figure 4. 2: Head teachers' Education zone

According to Figure 4.2, a total of 33.33 percent of the principals in the study were sourced from the Ntima, Miriga Mieru East, and Municipality regions. This suggests that there was a balanced distribution of head teachers across the three education zones.

4.3.2: Gender of respondents

In order to ascertain the distribution of participants by gender, it was imperative to examine the gender variable among both the head teachers and the class eight kids. Figure 4.3 depicts the gender distribution among head teachers.

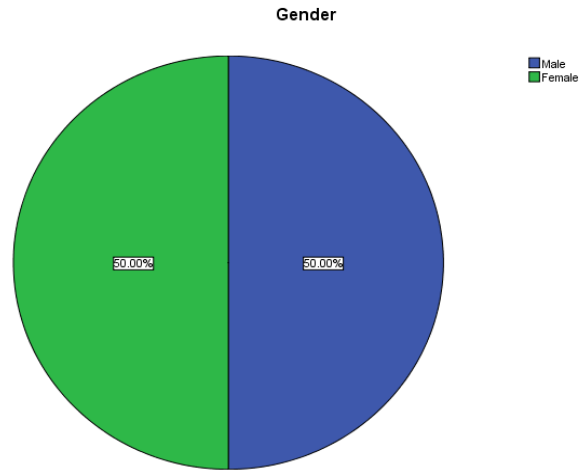


Figure 4. 3: Head teachers' gender

According to Figure 4.3, it can be observed that 50.0 percent of the head instructors exhibited characteristics of both male and female genders. This suggests that the study included an equitable distribution of head teachers, with equal representation of both males and females. Figure 4.3 displays the gender distribution of eighth-grade students.

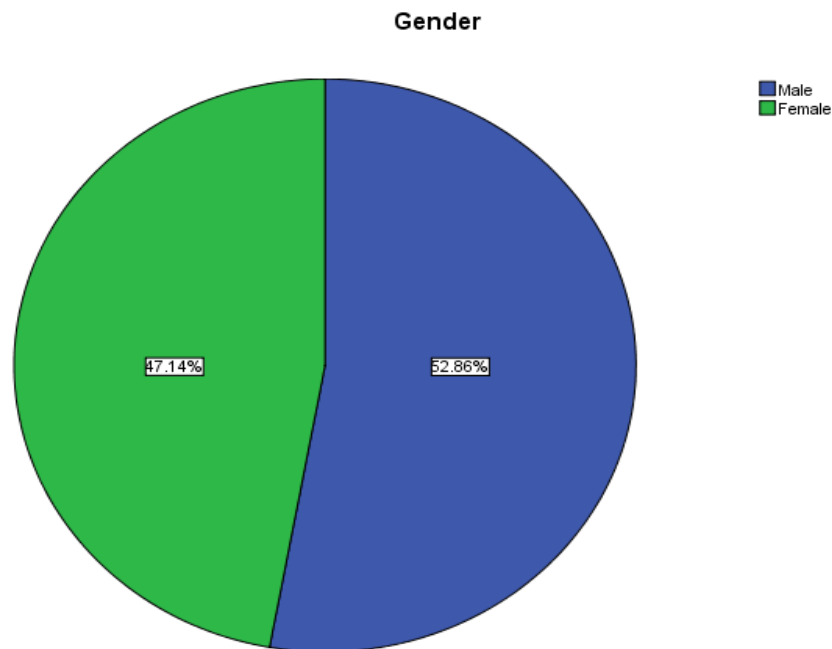


Figure 4. 4: Class eight pupils gender

According to Figure 4.4, a majority of 52.86 percent of the students in the eighth grade were male, while 47.14 percent were female. This suggests that

the male students were more numerous. This finding aligns with the research conducted by Lucas and Mbiti (2012), which highlights that Free Primary Education (FPE) has led to expanded educational opportunities for both males and females. However, it is noted that boys have exhibited a higher level of response to the FPE program compared to girls. The FPE initiative effectively reduced the marginal cost of school attendance for both male and female students. However, it is important to consider that the reaction to this programme may vary based on gender due to several factors.

4.3.3 Age of respondents

The age variable serves as an indicator of the head teacher's level of physical and emotional maturity and competency, as well as providing insight into whether the eighth-grade students are enrolling in school at the appropriate time to successfully complete their education. Table 4.2 presents the age distribution of head teachers.

Table 4. 2: Head teachers’ age

Age in Years	Frequency	Percent
41-50	16	44.4
51-60	20	55.6
Total	36	100.0

Table 4.2 displays the prevailing majority. Out of the total number of head teachers, 20 individuals, accounting for 55.6% of the sample, fell into the age range of 51-60 years. Conversely, 16 individuals, representing 44.4% of the sample, were aged between 41-50 years. This suggests that the school's head instructors possessed both physical and emotional maturity, as well as the

ability to properly manage students. Table 4.3 displays the ages of eighth-grade students.

Table 4. 3: Class eight pupils’ age

Age in Years	Frequency	Percent
1-6	8	2.9
11-15	248	88.6
16-20	24	8.5
Total	280	100.0

According to Table 4.3, a significant majority of 248 (88.6%) of the students in the eighth grade fell within the age range of 11-15 years, while a smaller proportion of 24 (8.5%) students were aged between 16-20 years. This suggests that the majority of eighth-grade students were enrolled in school at the appropriate time and age.

4.3.4: Years in school

The duration of enrollment in school was a significant factor in determining the academic year of the eighth-grade students. Table 4.4 presents the duration of academic years completed by eighth-grade students in the school.

Table 4. 4: Years undertaken by class eight pupils in school

Number of years spent in school	Frequency	Percent
1-3years	24	8.6
4-6years	96	34.3
7-10years	132	47.1
More than 10years	28	10.0
Total	280	100.0

According to the data presented in Table 4.4, it can be observed that 132 kids, accounting for 47.1% of the total, had completed 7-10 years of schooling.

Additionally, 96 pupils, representing 34.3% of the sample, had completed 4-6 years of schooling. Furthermore, 28 pupils, constituting 10.0% of the group, had completed more than 10 years of schooling. This suggests that the majority of students have fulfilled the necessary duration of enrollment. In Kenya, it is obligatory for all eligible boys and girls to participate in formal education. Specifically, children between the ages of 6 and 13 are expected to attend primary school, while those between the ages of 14 and 17 are expected to attend secondary school (National Council for Law Reporting, 2013).

4.4 Adequacy of Teaching / Learning Resources Available and Its

Influence Pupils' Enrolment.

The sufficiency of educational materials and tools has a crucial influence in shaping students' inclination to enroll in educational institutions. Table 4.5 displays the replies provided by head teachers regarding the availability of teaching and learning resources inside educational institutions.

Table 4. 5 Head teachers' response on teaching and learning resources available in schools.

Teaching and learning resources available	Frequency	Percent
Textbooks	20	55.6
Charts	4	11.1
Maps	8	22.2
Radio	4	11.1
Total	36	100.0

Table 4.5 displays the prevailing majority. Out of the total number of textbooks, 20 units accounted for 55.6% of the availability. Meanwhile, 8

units, equivalent to 22.2%, were maps, and 11.1% each were charts and radios. This suggests that there was a greater quantity of books available within the educational institution. This assertion is substantiated by Ogunsanji (2014), who proposed that teachers should have access to a range of instructional materials to augment the learning process. These materials encompass textbooks, programmed materials and devices, newspapers and magazines, as well as other library resources. Additionally, visual aids such as pictures, slides, film stripes, maps, and globes, along with charts, motion pictures, radio, television, chalkboards, chinks, and specimens, are recommended to concretize concepts and stimulate imagination. Table 4.6 presents the responses of eighth-grade students regarding the teaching and learning resources utilized in their educational institution.

Table 4. 6: Class eight pupils’ response on teaching and learning materials they use at school

Teaching and learning resources available	Frequency	Percent
Textbooks	156	55.7
Charts	48	17.1
Maps	40	14.3
Radio	32	11.4
Protectors	4	1.4
Total	280	100.0

Table 4.6 displays the prevailing majority. A majority of the textbooks, specifically 156 (55.7%), were utilized as instructional resources by eighth-grade students. Additionally, 48 (17.1%) students reported using charts, while

40 (14.3%) students indicated their use of maps for educational purposes. This suggests that textbooks were the primary instructional and educational resources utilized. This aligns with the findings of Murungi (2018), who argues that the presence of instructional resources is crucial and contributes positively to students' academic progress. Insufficient educational resources result in the delivery of theoretical training and foster passive acquisition of knowledge, ultimately resulting in subpar academic achievement. Table 4.7 presents the frequency at which eighth-grade students bring charts and maps to class.

Table 4. 7: Class eight pupils’ response on how often they come with charts and maps

Number of times they come with charts and maps	Frequency	Percent
Very often	76	27.1
Often	88	31.4
Not often	92	32.9
Don't Know	24	8.6
Total	280	100.0

According to the data presented in Table 4.7, it can be observed that 92 out of the total number of class eight kids, representing 32.9%, responded with "Not often" when asked about the frequency with which they bring charts and maps. Additionally, 88 pupils, accounting for 31.4%, indicated that they bring charts and maps "often," while 76 pupils, equivalent to 27.1%, reported bringing them "very often." This suggests that the utilization of charts and maps is not a

common practice. Table 4.8 presents data on the frequency of usage of charts and maps, specifically focusing on the reasons behind their usage.

Table 4. 8: Head teachers’ response on whether the school has enough teaching and learning resources in all subjects

Enough teaching and learning resources	Frequency	Percent
To a great extent	4	11.1
To some extent	32	88.9
Total	36	100.0

Table 4.8 displays the prevailing majority. Out of the total number of head teachers surveyed, 32 individuals, accounting for 88.9% of the respondents, indicated that their respective schools possessed adequate teaching and learning resources to a certain degree. Conversely, 4 head teachers, constituting 11.1% of the participants, said that their schools possessed a significant abundance of such resources. This suggests that the available teaching and learning resources were inadequate across all academic disciplines. The research conducted by Abubakar (2020) provided support for the notion that public schools suffer from insufficient educational resources, resulting in subpar academic achievement among students. Table 4.9 presents the responses of head teachers regarding the insufficiency of teaching and learning resources across all courses.

Table 4. 9: Head teachers’ response on why teaching and learning resources are not adequate in all subjects

Reasons for inadequate resources	Frequency	Percent
Government does not provide adequate funding	12	33.3
Materials are not well used	16	44.4
Change of enrolment by pupils	8	22.2
Total	36	100.0

According to the data shown in Table 4.9, it can be observed that 16 respondents, accounting for 44.4% of the total, said that inadequate use of materials is the primary reason for their insufficiency. Additionally, 12 respondents, representing 33.3% of the total, attributed the lack of proper financing from the government as the main factor contributing to the insufficiency of materials. This suggests that the primary factors contributing to inadequate materials are inefficiency and insufficient finance. The results align with the findings of Amon (2017), which indicated that inadequate and ineffective utilization of resources contributed to students' disabilities and subpar academic performance. Table 4.10 presents a comprehensive overview of the many methods via which educational resources can be made accessible within educational institutions.

Table 4. 10: Ways in which teaching and learning materials can be availed in schools

Solutions	Frequency	Percent
Support from parents	20	55.6
Funding from the government	10	27.8
Through contribution from the community	6	16.7
Total	36	100.0

Table 4.10 illustrates the prevailing majority. According to a survey conducted among head teachers, it was found that 20 individuals, accounting for 55.6% of the respondents, identified parental support as a means to ensure the availability of teaching and learning resources in schools. Additionally, 10 participants, comprising 27.8% of the sample, indicated that government money played a significant role in this regard. This suggests that the involvement of parents and financial support from the government would facilitate the provision of educational resources in schools. The present study aligns with the assertions made by Julius and Ronald (2021) on the positive impact of financial resources on school management, student performance, and overall academic outcomes. These resources include community grants, early tuition payments, scholarships, and district development funds. Table 4.11 displays the responses of eighth-grade students regarding the adequacy of textbooks in their school.

Table 4. 11: Class eight response on whether the school has enough text books

Pupils response	Frequency	Percent
Strongly Disagree	52	18.6
Disagree	52	18.6
Neutral	8	2.9
Agree	120	42.9
Strongly Agree	48	17.1
Total	280	100.0

According to Table 4.11, a total of 120 students in class eight, or 42.9% of the total, are depicted. It is acknowledged that a majority of respondents (81.4%) agreed that the school possessed an adequate quantity of textbooks, whereas a minority of respondents (18.6%) strongly opposed or disagreed. This suggests that there was an adequate supply of textbooks within the educational institution. The results were consistent with the findings of Sad and Ankara (2020), which indicated that these materials provide students with fundamental information and skills, as well as the capacity to foster and sustain institutions, while also equipping students with problem-solving abilities and fostering critical analytical thinking.

4.5 Adequacy of Physical Facilities Available and Its Influence on Pupils' Enrolment

The presence of physical resources contributes to the efficacy of educational institutions and facilitates student enrollment.

Table 4. 12: Shows head teachers’ response on the facilities the school has

Facilities	Frequency	Percent
Classrooms	16	44.4
Playground	14	38.9
Desks	6	16.7
Total	36	100.0

According to the data presented in Table 4.12, it can be observed that 16 out of the total head teachers surveyed, accounting for 44.4% of the respondents, indicated classrooms as their preferred location. On the other hand, 14 head teachers, representing 38.9% of the participants, expressed a preference for playgrounds. This suggests that the presence of classrooms and playgrounds is a common need for schools. This finding aligns with the research conducted by Livumbaze and Achoka (2017), which highlights the correlation between the presence of instructional and learning resources and the achievement of teaching and learning objectives. The study emphasizes the significance of well-equipped libraries, classrooms, and laboratories in enhancing the academic outcomes of public schools. Table 4.13 presents the responses of eighth-grade students regarding the extent of overcrowding in their classrooms.

Table 4. 13: Class eight pupil response on whether they are overcrowded in class.

Response	Frequency	Percent
Yes	140	50.0

No	140	50.0
Total	280	100.0

According to the data presented in Table 4.13, it can be observed that a significant proportion of the class eight kids, namely 140 individuals, responded affirmatively and negatively when asked about their perception of classroom overcrowding. Both responses, "Yes" and "No," were equally represented, each accounting for 50.0% of the total responses. This suggests that additional classes are required in order to mitigate issues related to overcrowding in classrooms. These findings are consistent with the conclusion made by Musyoka (2018) that a majority of schools are characterized by insufficient classrooms, library, and laboratory facilities. Table 4.14 presents the responses of eighth-grade students regarding the extent to which the presence of physical amenities has influenced their attendance at school.

Table 4. 14: Class eight pupils’ response on whether the availability of physical facilities has influenced their coming to school.

Response	Frequency	Percent
Yes	184	65.7
No	96	34.3
Total	280	100.0

Table 4.14 illustrates the prevailing majority. A majority of class eight children, specifically 184 individuals (65.7%), expressed that the presence of physical facilities significantly impacts their decision to attend school. Conversely, a smaller proportion of students, specifically 96 individuals (34.3%), indicated that physical facilities do not have an influence on their

attendance. This suggests that students are incentivized to attend school due to the presence of well-equipped physical infrastructure. This aligns with the findings of Okongo et al. (2015), which suggest that the exploitation of educational resources can lead to positive learning outcomes. The presence of resources not only stimulates students' learning but also motivates them, resulting in higher levels of academic performance and increased enrollment. Table 4.15 presents the data pertaining to the factors influencing individuals' decision to attend school, specifically focusing on the perceived availability of physical resources.

Table 4. 15: Reasons for saying availability of physical resources influenced their coming to school.

Reasons	Frequency	Percent
Learn Well	192	68.6
Decorating the school attracts pupils	80	28.6
It makes them feel proud of the school	8	2.8
Total	280	100.0

Table 4.15 displays the prevailing majority. Out of the total respondents, 192 individuals, accounting for 68.6% of the sample, expressed that the act of decorating the school resources contributes positively to their learning experience. Conversely, 80 respondents, representing 28.6% of the sample, opined that the act of decorating the school premises has the potential to attract children. This suggests that the presence of sufficient resources fosters an atmosphere that is favorable for the process of acquiring knowledge. These findings align with the assertions made by Kimalel (2019) that learning

materials serve to augment learning, foster curiosity, and establish an immersive learning resources that engages all of the learner's senses. Table 4.16 presents the responses of head teachers regarding the availability of classrooms within their respective schools.

Table 4. 16: Head teachers’ response on the availability of classes in school.

Availability of classes	Frequency	Percent
Very adequate	24	66.7
Adequate	10	27.8
Fairly Adequate	2	5.6
Total	36	100.0

Table 4.16 illustrates the prevailing majority. Out of the total number of head teachers surveyed, 24 individuals, accounting for 66.7% of the respondents, said that the classes were highly satisfactory, while 10 individuals, representing 27.8% of the respondents, indicated that the lessons were satisfactory. These findings align with the assertions made by Otieno and Ochieng (2020) that physical assets have a notable impact on creating an educational setting conducive to effective teaching and learning. Table 4.17 presents the responses of eighth-grade students regarding the accessibility of classrooms inside the school.

Table 4. 17: Class eight pupils’ response on the availability of classes in school.

Availability of classes	Frequency	Percent
Very adequate	112	40.0
Adequate	144	51.4

Fairly Adequate	16	5.7
Not Adequate	8	2.9
Total	36	100.0

Table 4.17 displays the prevailing majority. Out of the total number of class eight children, 144 students, accounting for 51.4% of the sample, expressed that the classes were deemed as highly adequate. Additionally, 112 students, representing 40.0% of the sample, reported that the classes were also considered highly adequate. Furthermore, 16 students, constituting 5.7% of the sample, expressed that the classes were perceived as somewhat adequate. This suggests that the courses provided in the educational institution were satisfactory. In a previous study conducted by Ramli and Zain (2018) in Malaysia, it was observed that overcrowded courses at the Peng Kalan Chepa campus were subjected to high levels of noise. This issue was further exacerbated by the ambient noise originating from the surrounding urban resources in which the campus was situated. Table 18 presents the responses of head teachers regarding the accessibility of desks within educational institutions.

Table 4. 18Head teachers’ response on the availability of Desks in school.

Availability of desks	Frequency	Percent
Very adequate	6	16.7
Adequate	24	66.6
Fairly Adequate	6	16.7
Total	36	100.0

Table 4.18 illustrates the prevailing majority. Out of the total number of head teachers surveyed, 24 individuals, accounting for 66.7% of the sample, expressed that the desks were deemed adequate. Additionally, 6 head teachers, including 16.7% of the respondents, indicated that the desks were perceived as both extremely adequate and pretty adequate, respectively. The results were consistent with the assertions made by Tobister (2017), who argued that an insufficiency of appropriate amenities, such as desks, classrooms, bathrooms, dormitories, and teacher housing, diminishes the standard of instruction. Table 4.19 presents the responses of eighth-grade students regarding the accessibility of desks within the school premises.

Table 4. 19: Class eight pupils’ response on the availability of desks in school.

Availability of desks	Frequency	Percent
Very adequate	84	30.0
Adequate	164	58.6
Fairly Adequate	20	7.1
Not Adequate	12	4.3
Total	280	100.0

Table 4.19 illustrates the prevailing majority. Out of the total number of class eight kids, 164 individuals, accounting for 58.6%, expressed their satisfaction with the adequacy of the desks. Additionally, 84 pupils, equivalent to 30.0%, reported that the desks were deemed as extremely suitable, while 20 pupils, constituting 7.1%, regarded them as somewhat acceptable. This suggests that

the number of desks provided in the school was sufficient to provide effective learning for the students. The results align with the research conducted by Khan, Hussain, Suleman, Mehmood, and Nawab (2017), which identified that the factors associated with dropout rates and low enrollment consist of inadequate physical and instructional resources, as well as unfavorable school resources. Table 4.20 presents the responses of head teachers regarding the accessibility of latrines within school premises.

Table 4. 20: Head teachers’ response on the availability of Latrines in school

Availability of latrines	Frequency	Percent
Very adequate	4	11.1
Adequate	10	27.8
Fairly Adequate	20	55.6
Not adequate	2	5.6
Total	36	100.0

Table 4.20 presents the prevailing majority. Out of the total number of head teachers surveyed, 20 individuals, accounting for 55.6% of the respondents, expressed that the latrines were fairly adequate. Additionally, 10 head teachers, constituting 27.8% of the participants, reported that the latrines were adequate, while 4 head teachers, representing 11.1% of the sample, stated that the latrines were extremely adequate. This aligns with the findings of Ochieng (2013), who identified inadequate and substandard school latrines as a contributing factor to the low academic achievement of students. Table 4.21

presents the responses of eighth-grade students regarding the accessibility of lavatory facilities within the school premises.

Table 4. 21: Class eight pupils’ response on the availability of latrines in school

Availability of latrines	Frequency	Percent
Very adequate	100	35.7
Adequate	80	28.6
Fairly Adequate	68	24.3
Not Adequate	32	11.4
Total	280	100.0

Table 4.21 presents the responses of class eight kids about the adequacy of the latrines. Out of the total sample size, 100 pupils, accounting for 35.7%, reported that the latrines were categorized as "very adequate." Additionally, 80 pupils, equivalent to 28.6%, indicated that the latrines were deemed "adequate," while 68 pupils, representing 24.3%, expressed that the latrines were considered "fairly adequate." This suggests that the existing latrines provided a certain level of adequacy for the students at the school, nevertheless, it is recommended that additional latrines be constructed on the premises. The results align with the findings of Agol et al. (2018), which indicated a positive correlation between the availability of improved sanitary facilities and enough latrines in schools, and higher female-to-male enrolment ratios. Table 22 presents the responses of head teachers about the presence of a playground within their respective educational institutions.

Table 4. 22: Head teachers’ response on the availability of playground in school

Availability of playground	Frequency	Percent
Very adequate	8	22.2
Adequate	14	38.9
Fairly Adequate	4	11.1
Not Adequate	10	27.8
Total	36	100.0

According to the data presented in Table 4.22, it can be observed that 14 out of the total head teachers surveyed, accounting for 38.9% of the sample, expressed their opinion that the playgrounds were deemed adequate. On the other hand, 10 head teachers, constituting 27.8% of the respondents, reported that the playgrounds were considered not adequate. Additionally, 4 head teachers, representing 11.1% of the participants, stated that the playgrounds were fairly adequate. The results align with the findings of Alsuiadi (2015a), which indicate that a significant number of parents base their decisions on school selection on factors such as the visual appeal and overall appearance of the buildings, the quality of ventilation and furniture, the extent of the library and computer facilities, and the beauty of outdoor recreational spaces. Table 23 presents the responses of eighth-grade students about the presence of a playground at their school.

Table 4. 23: Class eight pupils’ response on the availability of playground in school.

Availability of playground	Frequency	Percent
Very adequate	96	34.3
Adequate	115	41.4
Fairly Adequate	52	18.6
Not Adequate	16	5.7
Total	280	100.0

According to the data presented in Table 4.23, it can be observed that 41.4% of the students in the eighth grade said that the playground was adequate. Additionally, 34.3% of the students reported that the playground was extremely adequate, while 18.6% stated that it was pretty adequate. This suggests that the presence of a playground within a school setting is sufficient to facilitate the participation of students in recreational activities. Table 4.24 presents the responses of eighth-grade students regarding the extent to which a teacher can effectively engage with all pupils in a classroom setting.

Table 4. 24 Shows class eight response on whether a teacher can access all students in class

Response	Frequency	Percent
Yes	232	82.9
No	48	17.1

Total	280	100.0
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According to the data presented in Table 4.24, a significant majority of 232 kids in the eighth grade, accounting for 82.9% of the total, responded affirmatively when asked if they believe a teacher should have access to all students in the classroom. Conversely, a minority of 17.1% expressed a negative viewpoint on this matter. This suggests that a teacher has the ability to retrieve information about all students inside a given class. Table 4.25 presents the responses of eighth-grade students regarding their perception of the adequacy of the number of classes.

Table 4. 25: Class eight pupil’s response on whether the number of classes are enough

Response	Frequency	Percent
Yes	240	85.7
No	40	14.3
Total	280	100.0

According to the data presented in Table 4.25, a significant majority of 240 kids in class eight, accounting for 85.7% of the total, responded affirmatively when asked if they believed the current number of classes was sufficient. Conversely, a smaller proportion of 40 pupils, representing 14.3% of the total, responded negatively to the same question. This suggests that the quantity of classes provided is sufficient for the students. Table 4.26 presents the responses of eighth-grade students regarding the state of physical amenities within the school.

Table 4. 26: Class eight pupils’ response on condition of physical facilities in school.

Condition of physical facilities	Frequency	Percent
Poor	40	14.3
Fair	80	28.6
Good	156	55.7
I don’t know	4	1.4
Total	280	100.0

Table 4.26 displays the majority. In the survey conducted among class eight kids, it was found that 156 students, accounting for 55.7% of the total respondents, expressed satisfaction with the condition of the physical facilities. On the other hand, 80 students, representing 28.6% of the participants, reported that the facilities were fair. The remaining 14.3% of the students expressed dissatisfaction, stating that the condition of the physical facilities was poor. This suggests that the state of the physical facilities was excellent. These findings align with the perspective of Sam-Kalagbor (2021), who asserts that school facilities play a crucial role in facilitating and enhancing educational programs. The author emphasizes the importance of teachers having access to these facilities in order to create an optimal working resources. When school facilities are provided in sufficient quantity and quality, students are more likely to develop an interest in learning, resulting in improved academic performance and increased student enrollment. Table 4.27

presents the responses of eighth-grade students regarding the necessary improvements to the physical infrastructure inside their educational institution as perceived by a teacher.

Table 4. 27: Class eight response on what needs to be done on physical facilities in school a teacher

Response	Frequency	Percent
Maintenance of facilities	160	57.1
Increase on physical facilities	120	42.9
Total	280	100.0

Table 4.27 illustrates the predominant majority. Out of the total number of class eight kids, 160 students, accounting for 57.1% of the sample, expressed their agreement with the proposition that maintenance of facilities should be carried out within the school premises. Conversely, 120 students, constituting 42.9% of the sample, expressed their disagreement with this notion. This suggests that in order to guarantee the optimal state of the physical infrastructure, it is imperative to implement appropriate maintenance practices. The results align with the research conducted by Ibrahim and Abdullahi (2017), which supports the notion that sufficient school facilities are necessary to promote increased student enrollment and academic success. The authors additionally suggested that government entities, educational stakeholders, parents, instructors, and students should collaborate in order to locally enhance existing facilities, thereby enabling them to augment the available resources. In this discussion, we will examine the topic at hand from an academic

perspective in order to Table 4.28 displays the responses of eighth-grade students regarding the duration of time they spend waiting in line at the latrine.

Table 4. 28: Class eight pupils’ response on whether they queue at the latrine for a long time

Pupils Response	Frequency	Percent
Strongly Disagree	44	15.7
Disagree	72	25.7
Neutral	16	5.7
Agree	84	30.0
Strongly Agree	64	22.9
Total	280	100.0

According to the data presented in Table 4.28, it can be observed that 84 students, which accounts for 30.0% of the total number of kids in class eight, are represented. It was found that a significant proportion of individuals, specifically 72 (25.7%) respondents, expressed disagreement with the notion of waiting for an extended duration at the latrine. Conversely, 64 (22.9%) respondents strongly affirmed their agreement with this statement. This suggests that the construction of additional latrines is necessary in order to mitigate the issue of lengthy lineups and minimize time wastage. The results align with the observations made by Singolyo and Ngussa (2019), indicating that the absence of safe bathrooms has a detrimental impact on students' self-esteem, resulting in feelings of inferiority and increased rates of absenteeism. Students may experience discomfort when it comes to posing and responding

to inquiries during classroom sessions, thereby impacting their level of engagement.

4.6 Distance to school and its influence on pupils' enrolment

The use of disciplinary measures inside educational institutions is crucial for fostering the academic achievement of pupils. The establishment of disciplinary measures within an educational institution cultivates an ideal atmosphere for learning and positively impacts student enrollment rates. The data in Table 4.29 illustrates the responses provided by head teachers in relation to the proximity of their dwellings to the school premises.

Table 4. 29: Headteachers' response on distance from home to school

Distance from school	Frequency	Percent
Very Near	8	22.2
Near	6	16.7
Far	10	27.8
Very far	12	33.3
Total	36	100.0

Table 4.29 displays the prevailing majority. Out of the total number of head teachers surveyed, 12 (33.3%) said that the distance from their residence to the school was categorized as "Very Far," while 10 (27.8%) reported it as "Far," and 8 (22.2%) described it as "Very Near." This suggests that the head teachers reside at a considerable distance from their respective schools, necessitating lengthy commutes on foot. These findings are consistent with the research conducted by Mhiliwa (2015), which shown that kids who have to

travel a significant distance to school experience a negative impact on their academic performance when compared to those who reside in close proximity to the school. Table 4.30 displays the responses of eighth-grade students regarding the distance between their homes and the school.

Table 4. 30: Class eight pupils’ response on how far is the school from home

Distance from home to school	Frequency	Percent
0-1Kilometers	80	28.6
2Kilometers	64	22.9
3Kilometers	88	31.4
4Kilometers and more	48	17.1
Total	280	100.0

According to the data presented in Table 4.30, it can be observed that a total of 88 students in the eighth grade, accounting for 31.4% of the sample, reported that the distance from their homes to the school was 3 kilometers. Additionally, 80 students (28.6%) indicated that the distance ranged from 0 to 1 kilometer, while 64 students (22.9%) reported a distance of 2 kilometers. This suggests that students are required to traverse considerable distances in order to reach their educational institutions. According to the findings of He and Giuliano (2018), there is a significant relationship between the proximity of educational institutions and individuals' engagement in education as well as their subsequent achievements. Specifically, their research indicates that as the actual travel time from a student's residence to the school increases, the

likelihood of graduating within the expected timeframe diminishes. Table 4.31 presents the responses of head teachers regarding the modes of transportation utilized by their students.

Table 4. 31: Head teachers’ response on which means of transport their pupils use

Means of Transport	Frequency	Percent
On foot	20	55.6
Bicycle	2	5.6
Motorcycle	12	33.3
School Bus	2	5.6
Total	36	100.0

According to the data presented in Table 4.31, a significant proportion of head teachers, specifically 20 individuals or 55.6% of the total, reported that the primary mode of transportation utilized by their students is walking. In contrast, a smaller portion of head teachers, comprising 12 individuals or 33.3% of the total, indicated that their students rely on motorcycles as their means of transportation. This suggests that the majority of eighth-grade students commute on foot from their residences to the educational institution. This assertion is corroborated by the findings of Nelson, Misra, Sype, and Mackie (2016), who observed that students residing at greater distances from educational institutions encounter challenges in fulfilling extracurricular assignments assigned by their instructors. Table 4.32 presents the responses of eighth-grade students regarding the modes of transportation they utilize.

Table 4. 32: Class eight pupils’ response on which means of transport their pupils use

Means of Transport	Frequency	Percent
On foot	200	71.4
Bicycle	60	21.4
Motorcycle	12	4.3
School Bus	8	2.9
Total	280	100.0

Table 4.32 illustrates the prevailing majority. Out of the total number of class eight kids surveyed, 200 individuals, accounting for 71.4% of the sample, reported utilizing the means of transport known as On Foot. Additionally, 60 pupils, constituting 21.4% of the sample, stated that they rely on bicycles for transportation purposes. Furthermore, a smaller proportion of the surveyed pupils, namely 12 individuals, representing 4.3% of the sample, indicated their use of motorcycles as a means of transportation. This suggests that the majority of eighth-grade students commute on foot from their residences to the educational institution. These findings align with the research conducted by Thomas (2016), which indicates that students who have to travel great distances to school are likely to have increased transit time. This extended journey time may have a negative impact on their ability to allocate sufficient time for completing homework assignments or adequately preparing for the next school day. Table 4.33 presents the responses of head teachers regarding

the quantity of students who have discontinued their education due to the factor of distance.

Table 4. 33: Head teachers’ response on number of pupils who have dropped out of school because of distance

Number of pupils who dropped out	Frequency	Percent
Very few	16	44.4
Few	12	33.3
Very Many	8	22.2
Total	36	100.0

Table 4.33 displays the prevailing majority. Out of the total number of head teachers surveyed, 16 (44.4%) reported that a very small proportion of students had discontinued their education due to distance-related factors, while 12 (33.3%) indicated that a small number of students had done so. This suggests that a minimal number of students have discontinued their education due to geographical constraints. The results align with the assertions made by Vieira (2015), which suggest that students who have to travel large distances to reach their school are more susceptible to the possibility of discontinuing their education. Therefore, it may be inferred that there is a negative correlation between the distance separating the school and the kids' familial abode, resulting in a decline in academic achievement. Table 4.34 presents the responses of eighth-grade students regarding the amount of their peers who have discontinued their education due to the issue of distance.

Table 4. 34: Class eight pupils’ response on number of pupils who have dropped out of school because of distance

Number of pupils who dropped out	Frequency	Percent	Mean	Std
Very few	112	40.0	1.64	0.563
Few	156	55.7		
Very Many	12	4.3		
Total	280	100.0		

According to Table 4.34, a significant proportion A total of 156 head teachers, accounting for 55.7% of the respondents, indicated that a few students had dropped out of school due to distance. Conversely, 112 head teachers, representing 40.0% of the participants, reported that very few students had dropped out for the same reason. This suggests that a minimal number of students have withdrawn from school due to geographical constraints. These findings align with the research conducted by Taiwo (2019), which concluded that the act of walking long distances to and from school on a daily basis has a detrimental effect on students' academic performance. This is primarily due to the potential promotion of absenteeism and fatigue, resulting in reduced concentration and interest in school activities. Consequently, these factors indirectly contribute to negative outcomes such as delinquency and a lack of discipline. Table 4.35 presents the rationale provided by head teachers regarding the dropout of students due to geographical distance.

Table 4. 35: Head teachers’ reason for pupils drop out because of distance

Reason of pupils who dropped out	Frequency	Percent
Arrive when tired	16	44.4
Loose of morale	20	55.6
Total	36	100.0

Table 4.35 displays the prevailing majority. Out of the total number of head teachers surveyed, 20 individuals, accounting for 55.6% of the respondents, identified the lack of adequate law enforcement within the school premises as a significant concern. Conversely, 16 head teachers, representing 44.4% of the participants, cited the lengthy distance between students' homes and the school as a notable issue. The results align with the study conducted by Bashaiza (2016), which revealed that children who experience physical and mental fatigue as a result of lengthy commutes to school may encounter challenges that impact their academic performance. Table 4.36 presents the responses of eighth-grade students regarding the amount of their peers who have discontinued their education due to issues related to distance.

Table 4. 36:Class eight pupils’ response on reason for pupils drop out because of distance.

Reason of pupils who dropped out	Frequency	Percent
Arrive when tired	136	48.6
Loose of Morale	144	51.4
Total	280	100.0

Table 4.36 illustrates the prevailing majority. A total of 144 students, accounting for 51.4% of the class eight children, expressed their concern regarding the inadequate enforcement of laws inside the school resources. Conversely, 136 students, constituting 48.6% of the class, cited the significant distance between their homes and the school as a primary issue. This suggests that a decline in morale resulting from geographical separation has contributed to student attrition from educational institutions. This aligns with the findings of Waswa (2015), which indicate that the geographical distance is a barrier for girls in their pursuit of education, leading to challenges in completing their academic assignments and coursework. Table 4.37 presents the responses of head teachers regarding the potential influence of distance on kids' enrollment.

Table 4. 37: Head teachers' response on whether distance influences pupils' enrolment

Response	Frequency	Percent
Yes	26	72.2
No	10	27.8
Total	36	100.0

Table 4.37 illustrates the prevailing majority. A majority of 26 head teachers, including 72.2% of the respondents, said that distance has an influence on pupil enrollment. Conversely, a minority of 10 head teachers, accounting for 27.8% of the respondents, expressed that distance does not have an impact on enrollment. The results align with previous studies conducted by Pradhan and Sinha (2017) and Idowu (2016), which established that the proximity of a

student's residence to the school has a detrimental impact on their enrollment. Furthermore, students who have to travel long distances to attend school exhibit lower academic performance in comparison to their counterparts who reside closer to the school or within its vicinity. Table 4.38 presents the responses of eighth-grade students regarding the impact of distance on student enrollment.

Table 4. 38: Class eight pupils’ response on whether distance influences pupils’ enrolment

Response	Frequency	Percent
Yes	208	74.3
No	64	22.8
Don’t Know	8	2.9
Total	280	100.0

Table 4.38 illustrates the prevailing majority. A majority of the class eight kids, namely 208 individuals or 74.3% of the total respondents, expressed the belief that distance plays a significant role in influencing pupils' enrolling. Conversely, a smaller proportion of pupils, specifically 64 individuals or 22.8% of the total respondents, stated that distance does not have an impact on enrolment. This suggests that the proximity of a school has a significant impact on the enrollment of students. This discovery aligns with the research conducted by Thapa (2015), Easton and Ferrari (2015), and Getachew (2018), which concluded that the proximity to schools had a notable impact on student enrollment. Table 4.39 presents the responses of head teachers regarding

strategies to enhance the reduction of distance between students' residences and schools.

Table 4. 39: Head teachers’ response on ways to improve on distance from school

Ways to improve on distance from school	Frequency	Percent
Build more schools	18	50.0
Buy school Bus	6	16.7
Improve on Road Network	12	33.4
Total	36	100.0

Table 4.39 displays the prevailing majority. According to the survey, a majority of head teachers, namely 18 out of 36 respondents, accounting for 50.0% of the total, expressed the belief that constructing additional schools would be an effective measure to address the issue of distance from schools. In contrast, a smaller proportion of head teachers, specifically 12 out of 36 respondents, representing 33.4% of the total, said that enhancing the road network would be a more suitable approach to tackle this concern. The results align with the research conducted by Mandic et al. (2017), which revealed a positive correlation between a shorter distance to school and the significance of a school's proximity to one's residence, leading to higher enrollment rates in the nearest secondary school. Hence, it is recommended that the government take measures to increase the construction of educational institutions in order to mitigate the commuting distance that students must traverse to access educational opportunities. Table 4.40 presents the responses of eighth-grade

students regarding strategies to enhance the distance between their homes and schools.

Table 4. 40: Class eight pupils’ response on ways to improve on distance from school

Ways to improve on distance from school	Frequency	Percent
Build more schools	148	52.8
Buy school Bus	100	35.7
Improve on Road Network	32	11.4
Total	280	100.0

According to the data presented in Table 4.40, a significant majority of 148 class eight kids, accounting for 52.8% of the total, expressed the belief that constructing additional schools would lead to an improvement in the proximity of schools. Conversely, a smaller proportion of 100 pupils, constituting 35.7% of the sample, advocated for the purchase of school buses as a potential solution. This suggests that there is a need for an increase in the construction of schools in order to facilitate the expeditious access to education for students who have to travel significant distances. The present findings align with the recommendations put forth by Idowu (2016), which propose that the government should contemplate the provision of school buses for students as a means to mitigate the duration of their daily commute to and from educational institutions. Table 40 presents the responses of head teachers regarding the strategies to be implemented in order to enhance the enrollment of students.

Table 4. 41: Head teachers’ response on measures to be taken to improve pupils enrolment

Measures to improve pupil enrolment	Frequency	Percent
Enforcement of law	18	50.0
Improve physical facilities	8	22.2
Dedicated guidance and counselling teachers	6	16.7
Build more schools	4	11.1
Total	36	100.0

Table 4.41 illustrates the prevailing majority. According to the survey, a significant proportion of head teachers, specifically 18 out of the total respondents, accounting for 50.0% of the sample, expressed the view that the enforcement of laws should be prioritized in order to enhance pupils' enrolment. In contrast, a smaller percentage of head teachers, specifically 8 out of the total respondents, constituting 22.2% of the sample, believed that improving physical facilities would be the most effective approach. Additionally, 6 head teachers, representing 16.7% of the sample, suggested that the appointment of dedicated guidance and counseling teachers would be a suitable strategy to address the issue at hand. This suggests that the enforcement of compulsory education laws for all pupils should be rigorously implemented. Table 4.42 presents the responses of eighth-grade students regarding the steps that should be implemented to enhance pupil enrollment.

Table 4. 42: Class eight pupils’ response on measures to be taken to improve pupils’ enrolment

Measures to improve pupil enrolment	Frequency	Percent
Enforcement of laws	80	28.6
Sensitize parents on the value of education	56	20.0
Improve physical facilities in school	72	25.7
Improve on transport network	44	15.7
Dedicated guidance and counselling	28	10.0
Total	280	100.0

Table 4.42 presents the responses of class eight kids about their opinions on measures to enhance pupils' enrolment. Among the respondents, 80 pupils (28.6%) expressed the view that the enforcement of laws should be prioritized. Additionally, 72 pupils (25.7%) advocated for the improvement of physical facilities, while 16.7% of the pupils suggested the need to sensitize parents on the significance of education. This suggests that there should be strict enforcement of laws mandating compulsory attendance for all students, accompanied by increased efforts to raise awareness about the significance of education.

4.7 Discipline cases and its influence on pupils’ enrolment

Table 4.43 shows head teachers’ response on reported cases of bullying

Table 4. 43: Head teachers’ response on reported cases of bullying

Reported bullying cases	Frequency	Percent
Few Cases	20	55.6
Many Cases	4	11.1
No Cases	12	33.3
Total	36	100.0

According to the data presented in Table 4.43, a significant proportion of head teachers, namely 20 individuals comprising 55.6% of the total respondents, reported that there exists a limited occurrence of bullying inside their respective educational institutions. Conversely, 33.3% of the participants indicated that no instances of bullying were seen. This suggests that the incidence of bullying in schools is limited due to the implementation of stringent measures. The results align with the assertions made by Cornell (2013), which suggest that a positive school climate is linked to reduced instances of bullying. Additionally, previous research by Collie, Shapka, and Perry (2012) has found that teachers' opinions of school climate are connected to their effectiveness in managing challenging student behaviors. Table 4.44 presents the responses of eighth-grade students regarding their tendency to arrive late to school.

Table 4. 44: Class eight pupils' response on whether they come to school late

Response	Frequency	Percent
Yes	140	50.0
No	140	50.0
Total	280	100.0

According to the data presented in Table 4.44, a significant proportion of class eight kids, specifically 140 individuals (50.0%), exhibit a tendency to arrive late to school. Conversely, an equal number of pupils, also 140 (50.0%), reported not being late. This suggests that there is a tendency for certain students to arrive at school beyond the designated start time. These findings align with the assertions made by Maile and Olowoyo (2017), who argue that tardiness to school acts as a hindrance to academic progress and obstructs the attainment of educational objectives. The rise in students' tardiness has been noted as a manifestation of indiscipline, which has become pervasive within Nigerian society (Odebode, 2019). Table 4.45 presents the responses of head teachers regarding the rate at which students have departed from school owing to incidents of indiscipline.

Table 4. 45: Head teachers’ response on the rate of the number of pupils who have left school due to indiscipline cases

Reported bullying cases	Frequency	Percent
High	12	33.3
Low	18	50.0
I don’t know	6	16.7
Total	36	100.0

Table 4.45 illustrates the prevailing majority. Out of the surveyed group of Head teachers, 18 (50.0%) said that the quantity of students who had departed from school as a result of disciplinary issues was categorized as Low, whereas 12 (33.3%) indicated that it was classified as High. This suggests that instances of indiscipline are handled in a rigorous manner. These findings contradict the findings of Kambuga, Patrick, and Mbalamula (2018), who discovered that the discipline of students has long been a matter of concern for educators, policymakers, and the general public. This concern arises from the prevalence of aggression among peers, instances of violence in teacher-student relationships, and acts of vandalism. These issues contribute to persistent problems such as high dropout rates, deviant behaviors, tardiness, and low academic achievement among students. Table 4.46 presents the responses of eighth-grade students regarding the consequences of arriving late to school.

Table 4. 46: Class eight pupils’ response on what happens when you come to school late

	Frequency	Percent
Teacher gives punishment to student	172	61.4
Pupil is sent away to come with parent	96	34.3
Guidance and counselling is done	12	4.3
Total	280	100.0

According to the data presented in Table 4.46, a significant majority of class eight kids, namely 172 individuals or 61.43%, reported that teachers administer punishments to students. In contrast, a smaller proportion of pupils, specifically 96 individuals or 34.3%, said that students are sent away and required to return with a parent. This suggests that the predominant approach employed to address tardiness in educational institutions is through the implementation of disciplinary measures. These findings are consistent with the observations made by Gwando (2017), who noted that the utilization of punitive measures was prevalent in secondary schools as a means of regulating student behavior. Table 4.47 presents the responses of head teachers regarding the primary factors contributing to disciplinary issues inside educational institutions.

Table 4. 47: Head teachers’ response on major causes of indiscipline in school

Causes of indiscipline	Frequency	Percent
Parents negligence	8	22.2
Poor teaching methods	22	61.1
Lack of strict rules in school	6	16.7
Total	36	100.0

Table 4.47 displays the prevailing majority. According to the survey results, a majority of head teachers, specifically 22 out of 36 respondents (61.1%), identified poor teaching methods as the primary factor contributing to indiscipline in schools. Additionally, a smaller proportion of head teachers, 8 out of 36 respondents (22.2%), attributed parental carelessness as a significant source of indiscipline. Table 4.48 presents the responses of eighth-grade students regarding the primary factors contributing to indiscipline inside educational institutions.

Table 4. 48: Head teachers’ response on whether school discipline influence pupils’ enrolment

Response	Frequency	Percent
Yes	26	72.2
No	10	27.8
Total	36	100.0

Table 4.48 displays the prevailing majority. A majority of head teachers, specifically 26 out of 36 respondents, accounting for 72.2% of the total, expressed the belief that school discipline had an impact on pupils' enrollment. Conversely, a minority of head teachers, specifically 10 out of 36 respondents, representing 27.8% of the total, disagreed with this notion. This suggests that the implementation of comprehensive school discipline measures is necessary in order to guarantee the enrollment of students. The results align with the assertions made by Foncha, Ngoqo, Mafumo, and Maruma (2017), who argue that it is necessary to address and control undesirable student conduct through discipline, particularly when it has a detrimental effect on students' enrollment and academic achievements. In order to enhance educational outcomes for all students, it is imperative to uphold discipline within both the school and classroom settings (Foncha et al., 2017). Table 4.48 presents the responses of head teachers regarding the techniques that might be employed to address instances of indiscipline inside educational institutions.

Table 4. 48: Head teachers’ response on strategies that can be used to curb indiscipline cases in school

Strategies to curb indiscipline cases	Frequency	Percent
Ensure school rules are followed to the latter	20	55.6
Ensure guidance and counselling is done	14	38.9
Ensure parents are fully involved in school activities	2	5.6
Total	36	100.0

According to the data presented in Table 4.48, a significant majority of 20 respondents (55.6%) expressed the view that strict adherence to school rules should be ensured. On the other hand, a smaller proportion of 14 respondents (38.9%) said that the focus should be on providing adequate guidance and counseling services. This suggests that adherence to school regulations is expected, and individuals who violate these rules will be subject to repercussions. This aligns with the findings of Musa and Martha (2020), who assert that strong discipline is widely recognized as a key characteristic of successful schools, while inadequate discipline has been identified as a contributing factor to the underperformance of certain secondary schools. Table 4.49 presents an overview of the obstacles encountered in the process of students' enrollment.

Table 4. 49: Challenges facing pupils' enrolment

Challenges	Frequency	Percent
Poverty	20	55.6
Poor infrastructure	14	38.9
Mismanagement of funds	2	5.6
Total	36	100.0

According to Table 4.49, a significant majority of head teachers, specifically 20 individuals accounting for 55.6% of the respondents, identified poverty as the primary difficulty affecting children' enrollment. In contrast, 14 head teachers, representing 38.9% of the participants, cited bad infrastructure as the main concern. This suggests that the primary factors contributing to kid enrollment in schools are poverty and inadequate infrastructure. This assertion

is supported by the research conducted by Greenhill et al (2015), whereby they proposed that learners have significant difficulties in simultaneously ensuring their sustenance and dedicating sufficient time to academic pursuits.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter provides a comprehensive overview of the entire text, emphasizing the primary findings, conclusions, recommendations, and proposals for future research.

5.2 Summary of the Study

The purpose of this study was to examine the impact of school resources on the enrollment of students in public primary schools in the Imenti North Sub-County of Kenya. The study was conducted with the aim of examining four specific objectives. These objectives included investigating the impact of the availability of teaching and learning resources on pupils' enrolment, determining the influence of the adequacy of physical facilities on pupils' enrolment, establishing the relationship between distance to school and pupils' enrolment, and examining the influence of discipline cases on pupils' enrolment in public primary schools located in Imenti North Sub-County. The theoretical framework was informed by Chinapah's (1984) theoretical model of learning. The model places significant emphasis on the principle of equal rights to education, regardless of factors such as age, gender, ethnicity, socio-economic background, and geographical origins. It also underscores the importance of ensuring equitable access to various forms and levels of education. The cross-sectional survey methodology was employed in this study because of its ability to draw inferences regarding potential relationships

or to collect initial data in support of future research endeavors. The study sample consisted of 200 head teachers and 1500 children in the eighth grade. A sample size of 40 Head teachers and 300 class eight kids was determined using a 20 percent sampling technique. The research employed a simple random sampling technique to choose a sample of class eight kids, while a census sampling method was used for data collection. Data collection was conducted through the utilization of questionnaires, which were administered to both supervising Head teachers and Class eight children. Following the completion of data cleaning procedures, the dataset underwent coding and subsequent entry into a computer system for analysis employing the Statistical Package for Social Sciences (SPSS) version 20. The analysis of the quantitative data involved the utilization of descriptive statistics, including frequencies, percentages, means, and standard deviation. Based on the investigation conducted, the study has identified the following findings:

The demographic data revealed a balanced distribution of head teachers from the three education zones, namely Ntima, Miriga Mieru East, and Municipality. In terms of class eight kids, the majority of students were enrolled from the Miriga Mieru East education zone, while Ntima and Municipality exhibited an equal representation of pupils. Furthermore, it is worth noting that the head instructors had a balanced distribution in terms of gender representation. However, when considering the eighth-grade class, there was a notable disparity between male and female students, with males comprising 52.8 percent more than their female counterparts. The data reveals that a significant proportion, specifically 55.6 percent, of the head teachers fell

between the age range of 41-50 years. This finding suggests that the majority of head teachers possessed the necessary level of experience. A significant proportion, specifically 47.1 percent, of the eighth-grade students had completed a duration of 7-10 years in their educational journey, indicating that they had commenced their schooling at an appropriate age.

The study examined the impact of teaching and learning resources on pupils' enrollment, specifically focusing on the adequacy of these resources. The findings revealed that a significant proportion of head teachers (55.6%) and class eight pupils (55.7%) reported the utilization of textbooks as the primary teaching and learning materials. However, it was observed that charts and maps were not frequently employed in the instructional process.

In the survey, it was found that a significant majority of 88.9 percent of head teachers expressed that their school possessed sufficient teaching and learning resources to some degree. However, a smaller proportion of 11.1 percent indicated that the resources were adequate to a great extent, but not in all subjects. Among the head teachers who reported inadequacy of materials, 44.4 percent attributed this insufficiency to improper utilization. According to a survey conducted among head teachers, 55.6 percent of respondents identified parental assistance as a means of providing teaching and learning resources in schools, while 27.8 percent indicated that government financing played a role in this regard.

The study examined the relationship between the sufficiency of physical facilities and its impact on pupils' enrollment. The findings revealed that a

significant proportion (44.4 percent) of head teachers identified classrooms as the primary facility provided, while 38.9 percent highlighted playgrounds as the main facility. Regarding the issue of overcrowding in Class 50.0, it was seen that 50.0 percent of the eight kids surveyed responded affirmatively, while the remaining 50.0 percent responded negatively. This suggests that there is a need for additional classroom facilities to mitigate the issue of overcrowding. of class eight kids, 65.7 percent, indicated that the presence of physical amenities significantly impacts their attendance. This suggests that students are driven to attend school due to the existence of such facilities, a sentiment shared by the majority of respondents. According to the survey data, a majority of children, namely 68.6 percent, said that their learning is positively influenced by the presence of resources. Conversely, 28.6 percent of pupils indicated that the aesthetic appeal of the school, achieved via decoration, has the potential to attract students. These findings suggest that the availability of resources plays a significant role in creating an resources conducive to effective learning. The majority A majority of 66.7 percent of head teachers expressed satisfaction with the adequacy of the classes and desks. This sentiment was also shared by class eight kids, indicating that the classes and desks were deemed suitable.

According to the survey, a majority of 55.6 percent of the head teachers reported that the latrines were deemed to be fairly adequate. In contrast, a majority of 35.7 percent of class eight kids expressed that the latrines were considered to be extremely adequate. This suggests that the existing latrines at the school are deemed sufficient for the children, although it is recommended

that additional latrines be constructed on the premises. A significant proportion of the head teachers (38.9%) and class eight kids (41.4%) expressed satisfaction with the adequacy of the playground. In regards to the question of whether a teacher has the ability to access all kids in a classroom, a significant majority of 82.9% of the class eight pupils responded affirmatively. Additionally, 85.7% of the class eight pupils expressed agreement when asked if the number of courses provided is sufficient. A significant majority, namely 55.7 percent, of eighth-grade students expressed their satisfaction with the quality of the physical facilities within their school. Furthermore, they emphasized the importance of doing regular maintenance on these facilities to maintain their continued good condition. The majority of individuals A survey conducted among class eight kids revealed that 42.9 percent of respondents expressed agreement with the statement that they experience long waiting times when queuing at the latrine. In contrast, 25.7 percent of participants disagreed, although 22.9 percent strongly agreed. These findings suggest that there is a need for additional latrine facilities to mitigate the issue of prolonged lineups and time wastage.

The study found that there is a relationship between the distance to school and the enrollment of kids. The majority Approximately one-third (33.3%) of head teachers reported that the distance between their residence and the school was categorized as "Very Far." The majority According to the survey data, 31.4 percent of eighth-grade students reported that the distance between their homes and schools is 3 kilometers. Additionally, 28.6 percent of students said that the distance falls within the range of 0-1 kilometers, while 22.9 percent

reported a distance of 2 kilometers. These findings suggest that a significant proportion of students are required to traverse considerable distances on foot in order to reach their schools. According to the data, 55.6 percent of head teachers and 71.4 percent of class eight kids said that the primary mode of transportation utilized by students for their commute from home to school is by walking. The majority According to the survey data, 44.4 percent of the head teachers and 55.7 percent of class eight children said that a small proportion of students had discontinued their education due to geographical distance. The primary cause of student dropout, as identified by a majority of 55.6% of head teachers and 51.4% of class eight children, is attributed to inadequate implementation of school regulations. The majority A significant proportion of head teachers (72.2%) and class eight kids (74.3%) said that the distance to school plays a substantial role in influencing pupil enrollment. This finding suggests that the proximity of schools has a considerable impact on the decision-making process of pupils when enrolling in educational institutions. A significant proportion of head teachers (50.0%) and class eight children (52.8%) expressed the belief that constructing additional schools will lead to an improvement in the proximity of schools. A significant proportion of head teachers, specifically 50.0 percent, expressed the view that the enforcement of laws should be prioritized in order to enhance pupils' enrollment rates. Similarly, 28.6 percent of class eight pupils shared this perspective. Additionally, 22.2 percent of respondents highlighted the importance of improving physical facilities, while 16.7 percent emphasized the need for dedicated guidance and counseling teachers. These findings suggest that the

implementation of comprehensive legislation mandating compulsory school attendance for all students is imperative.

The impact of disciplinary cases on students' enrollment. The present study investigated: The majority According to a survey conducted among head teachers, 55.6 percent of respondents reported a low incidence of bullying, while 33.3 percent indicated no reported occurrences. These findings suggest that the implementation of stringent measures has contributed to the limited occurrence of bullying within schools. The majority According to a survey conducted among head teachers, 55.6% of respondents indicated that the proportion of students who had left school as a result of disciplinary issues was categorized as low. Conversely, 33.3% of head teachers reported a different perspective on this matter. Greetings. This suggests that instances of indiscipline are handled in a stringent manner. The majority According to the survey data, a majority of 61.43 percent of class eight kids said that teachers administer punishments to students as a means of addressing lateness in school. Additionally, 34.3 percent of respondents indicated that students are required to leave school premises and return with a parent, suggesting that punishment is the primary method employed to address this issue. The majority According to a survey conducted among head teachers, a majority of 61.1 percent identified poor teaching methods as the primary factor contributing to indiscipline in schools. Additionally, 22.2 percent of head teachers attributed indiscipline to parental carelessness. The majority According to a survey conducted among head teachers, a significant majority of 72.2 percent expressed the belief that school discipline has a direct impact

on pupils' enrollment. This finding suggests that the implementation of strict disciplinary measures is crucial in order to guarantee the enrollment of students. The majority of respondents, accounting for 55 percent, suggested that strict adherence to school regulations should be implemented as a strategy to address indiscipline instances in schools. Additionally, 38.9 percent of respondents recommended the implementation of guidance and counseling programs as an effective measure. The majority According to a survey conducted among head teachers, it was found that 55.6 percent of respondents identified poverty as the primary obstacle affecting students' enrollment, while 38.9 percent cited inadequate infrastructure as a significant concern. This suggests that the primary factors contributing to student enrollment in schools are poverty and inadequate infrastructure.

5.3 Conclusion of the study

The study's findings led to the formulation of the following conclusions. The majority of schools within the Imenti North sub-county has sufficient teaching and learning resources, which appear to have had an impact on the enrollment of students in these schools. The educational institution possessed an ample supply of textbooks, hence facilitating effective learning for students. Furthermore, with the assistance of parental involvement and government funding, the school was able to guarantee sufficient resources for all academic disciplines.

The impact of physical facilities on pupil enrollment was examined, revealing that the provision of adequate facilities does indeed influence enrollment rates.

The presence of sufficient classrooms, desks, playgrounds, and latrines attracts pupils to attend school. Furthermore, when there is an ample supply of desks and classrooms, pupils are able to engage in effective learning.

The study found that there is a correlation between the distance to school and pupils' enrollment. It was observed that pupils often have to walk significant distances from their homes to school, resulting in tardiness and potential dropout rates. Therefore, the distance to school does have an impact on pupils' enrollment.

The study investigated the impact of discipline cases on pupils' enrollment, revealing a low incidence of indiscipline among children. This can be attributed to the implementation of stringent school regulations and the consequent punishment of those found to have violated these regulations. This finding indicates that individuals who were discovered to be consistently tardy for school were subject to disciplinary measures, hence enhancing the students' ability to attend school punctually and efficiently.

5.4 Recommendation for the study

The study was based on the following recommendations:

The Ministry of education should ensure the teaching and learning resources are available in schools for each subject to ensure effective learning.

Head teachers should involve the Parent Teachers Association (PTA) together with all other education stakeholders to aid in school development programmes and projects. The schools should also initiate income generating projects to subsidize government funding.

The government should build more classrooms to meet the rising yearly enrolment surges to avoid over-utilization of physical facilities, stretch of teaching and learning materials

The Head teachers should ensure school rules are effectively followed and implemented to the latter and anyone who breaks the rules faces the laws. The Ministry of Education in conjunction with other Education stakeholders should build more schools in areas where pupils have to walk for long distance to school in order to increase on the rate of enrolment in school. The Head teachers, PTA and the community should work together in ensuring that all pupils are enrolled in school since education is a right for everyone. The Government of Kenya should allocate more funding so as to enable availability of enough teaching and learning resources

5.5 Suggestion for Further Research

A comparative study on the influence of students' enrolment in public secondary schools in Imenti North sub county, Kenya.

Influence of Head teachers implementation on education policies on pupils' enrolment in public primary schools in Kenya

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

TarsillaMutarariMukiira.

Department of Educational Management, Policy and Curriculum Studies,

University of Nairobi,

P.O. Box 92,

KIKUYU.

The head teacher,

_____ Primary School,

Imenti North Sub-County.

Dear Sir/Madam

REF: RESEARCH PROJECT

I am a post graduate student in the Department of Educational Management, Policy and Curriculum Studies, University of Nairobi. I am carrying out a research on “Influence of school resources on pupils’ enrolment in Imenti North Sub- County, Kenya. I humbly request you to allow me to select your school as one of my study sample so as to achieve my goal. The questionnaires will be used in this research and the findings will be purely academic. All the respondents will be treated confidentially. Thank you in advance.

Yours faithfully,

TarsillaMutarariMukiira.

APPENDIX II:QUESTIONNAIRE FOR HEADTEACHER

INSTRUCTIONS

You are requested to answer all the questions by filling in the blank spaces or tick where necessary. The responses are meant for the research purpose.

DEMOGRAPHIC INFORMATION [Please tick (✓) where appropriate]

- 1. Educational zone
- 2. Gender Male [] Female []
- 3. Age 18-20 [] 21-30 [] 31-40 [] 41-50 [] 51-60 [] above 60 []

SECTION B: EDEQUACY OF TEACHING RESOURCES AND

PUPILS' ENROLMENT

- 4. Identify the various teaching and learning resources available in school for use by teachers and learners
.....
- 5. To what extend do you agree that the school has enough teaching / learning resources in all subjects.

To great extend [] To some extend [] Not at all []
- 6. Why do you think the teaching / learning resources are not adequate in all subjects?
- 7. Suggest possible ways in which teaching / learning resources can be availed in schools?

SECTION C: PHYSICAL FACILITIES AND PUPILS' ENROLMENT.

8. Which physical facilities does your school have?

Classrooms [] Playground [] Latrines [] Desks []

9. How do you rate the adequacy of the physical facilities in your school?

	Classes	Desks	Latrines	Play ground
Very adequate				
Adequate				
Fairly adequate				
Not adequate				

10. If physical facilities are inadequate in your school, give reasons why?

.....

SECTION D: DISTANCE TO AND FROM SCHOOL AND ITS INFLUENCE ON PUPILS' ENROLMENT

11. How do you find the distance of your school from home?

Very Near [] Very near [] Far [] Very far []

12. Which means of transport does your pupil use?

On foot [] Bicycle [] Motorcycle [] School bus []

13. Since you joined the school has been the number of students who have dropped out of school to join other schools because of distance?

Very few [] Few [] Very many []

Explain your answer.....

14. Does distance to school influence pupils enrolment?

Yes [] No [] Don't know []

15. Suggest ways to improve on distance of schools

Build more schools [] Buy school Bus [] Improve on Road Network []

Explain your answer.....

16. Measures to be taken to improve pupil's enrolment

Enforcement of laws [] Improve physical facilities []

Dedicated guidance and counseling teacher [] Build more schools []

Explain your answer.....

SECTION D: SCHOOL DISCIPLINE AND ITS INFLUENCE ON PUPILS' ENROLMENT

17. How many cases of bullying are reported in your school?

Few cases [] Many cases [] No cases []

18. How do you rate the number of pupils who have left the school due to indiscipline cases?

High [] low [] I don't know []

19. What are the main causes of indiscipline in the school?

a).....

b)

20. Does the school discipline influence pupils' enrolment?

Yes [] No []

21. List strategies that can be used to curb indiscipline cases in schools.

a).....

b).....

SECTION F: THE CHALLENGES THE SCHOOL FACES WHEN IT COMES TO ENROLMENT.

22. What are the main challenges facing pupils enrolment in your school?

.....

23. Suggest possible solutions to these challenges?

.....

Thank you.

APPENDIIX III:QUESTIONNAIRE FOR CLASS EIGHT PUPILS’

You have been identified as a potential respondent in this research.The information you provide is expected to determine the influence of school resources on pupils’ enrolment in public primary schools in Imenti NorthSub-County .The information you give will be treated as confidential.

Thanks in advance.

PART A: PERSONAL DETAILS (Please tick (√) where appropriate)

- 1. Educational zone
- 2. Gender Male [] Female []
- 3. Age 1-5 [] 6-10 [] 11-15 [] 16-20 []
- 4. How long have you been to this school?
1-3 years [] 4-6 [] 7-10 years [] More than 10 years []

SECTION B: ADEQUANCY OF TEACHING / LEARNING RESOURCES AND ITS INFLUENCE ON PUPILS’ ENROLMENT

- 5. Which of the following teaching / learning materials do you use at school?
Textbooks [] Blackboards [] Charts []
Maps [] Radio [] Protectors []
- 6. How often teachers come to class with charts and maps
Very often [] Often [] Not often [] don’t know []
- 7. To what extend do you agree with the following
“The school has enough textbooks”

Strongly disagree [] Disagree [] Agree [] strongly agree []

8. Give your response in number 6?

SECTION C: PHYSICAL FACILITIES AND PUPILS' ENROLMENT

9. Do you find yourself overcrowded in a class? Yes [] No []

10. Has the availability of physical facilities influence to your coming to school? Yes [] No []

In which way.....

11. How comfortable are you with the following?

	Very adequate	Adequate	Fairly adequate	Not adequate
a)Classes				
b)Desks				
c) Latrines				
d) Playground				

12. Can a teacher access all the students in class? Yes [] No []

13. Is the number of classes enough for all of you in the school?

Yes [] No []

14. If No, where do the rest of you study from?

School hall [] Dinning hall [] under a tree []

Other (specify).....

15. What is the condition of the physical facilities of your school?

Poor [] Fair [] Good [] I don't know []

16. In your opinion, what needs to be done on physical facilities in your school?

.....

17. To what extent do you agree with the following statement. Pupils normally queue at the latrine for a long time

Strongly agree [] Agree [] Disagree [] strongly disagree []

SECTION D: DISTANCE TO SCHOOL AND ITS INFLUENCE ON PUPILS' ENROLMENT

18. How do you find the distance of your school from home?

0 - 1 km [] 2 km [] 3 km [] 4 km and more []

19. Which means of transport does your pupils use?

On foot [] Motorcycle [] Bicycle [] School Bus []

20. Since you joined the school how has been the number of students who have dropped school because of distance?

Very few [] Few [] Many [] Very many []

Explain your answer.....

21. Does distance to school influence pupils enrolment?

Yes [] No [] don't know []

22. Suggest ways to improve on distant to schools

.....

23. Measures to be taken to improve pupils' enrolment

Enforcement of laws []

Sensitize parents on the value of education []

Improve physical facilities in school []

Improve on transport Network []

Dedicated guidance and counseling []

Explain your answer.....

SECTION E: SCHOOL DISCIPLINE AND PUPILS'ENROLMET

24. Do you normally come to school late? Yes [] No []

25. What happens when you come to school late?


.....

24. In your opinion what measures can be taken to curb low enrolment of pupils in Imenti North Sub- County.....

.....

Thank you.

APPENDIX IV: RESEARCH AUTHORIZATION


REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: "ELIMU" Meru
Email: cdemerucounty@gmail.com
When Replying please quote

County Director of Education
Meru County
P.O. Box 61
MERU

Ref: MRUC/EDU/11/ 7th February, 2022


TO WHOM IT MAY CONCERN

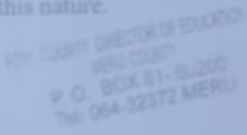
RE: RESEARCH AUTHORIZATION – MS. TARSILLA MUTARARI MUKIIRA

Reference is made to letter Ref. NO: NACOSTI/P/22/21701 dated 8th November, 2022.

Authority is hereby granted to MS. Tarsilla Matarari Mukiira to conduct research on *"Influence of School Environment on Pupils' Enrolment in Public Primary Schools in Imenti North Sub-county, Meru County"*, for the period ending 8th November, 2023.

The person undertaking this study is bound by all the ethical rules and regulations governing surveys of this nature.


Kamande Mburu
For: County Director of Education
MERU


MERU COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
P. O. BOX 61- 80200
TEL: 054-32372 MERU

APPENDIX V: RESEARCH PERMIT

 <p style="text-align: center;">REPUBLIC OF KENYA</p> <p style="text-align: center;">Ref No: 648608</p>	 <p style="text-align: center;">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p style="text-align: right;">Date of Issue: 08/November/2022</p>
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. Eunice Mutari Muthika of University of Nairobi, has been licensed to conduct research as per the provisions of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: INFLUENCE OF SCHOOL ENVIRONMENT ON PUPILS' ENROLMENT IN PUBLIC PRIMARY SCHOOLS IN IMENTI NORTH SUB-COUNTY, KENYA for the period ending 18/November/2023.</p>	
<p>License No: NACOSTI/P/22/21581</p>	
<p style="text-align: right;">  Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION </p>	
<p style="text-align: right;"> Applicant Identification Number 648608 </p>	
<p style="text-align: right;"> Verification QR Code  </p>	
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