

**SCHOOL BASED FACTORS INFLUENCING PUPILS PARTICIPATION  
IN PUBLIC PRIMARY SCHOOL EDUCATION IN WEST  
KARACHUONYO DIVISION, KENYA**

**Duncan S. Ramogi**

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for the Masters of Education Degree in Economics of Education,  
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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other University.

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Duncan S. Ramogi  
Reg No: E55/62346/2010

This research project has been submitted for examination with our approval as the university supervisors.

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Dr. Loice Gichuhi.  
Lecturer  
Department of Educational Administration and Planning,  
University of Nairobi

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Mr. Ferdinard Mbeche  
Lecturer  
Department of Educational Administration and Planning,  
University of Nairobi

## **DEDICATION**

This work is dedicated to my Parents Walter Odero Ramogi and Susan Awuor Odero, my wife Judith Achieng, my sons Felix Ramogi, Chrisphine Ramogi, Barrack Ramogi and Franck line Ramogi, my sister Ann Adhiambo. My Uncles Pst. Okeyo, Leo, Mark, Ogola, and Ligawa, who are a great source of inspiration in my social life and academic life,

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AEO	Area Education Officer
DEO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
G&C	Guidance and Counseling
GOK	Government of Kenya
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
MDGs	Millennium Development Goals
MOE	Ministry Of Education
MOEST	Ministry Of Education Science and Technology
NCST	National Council for Science and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations Children Education Fund

## ABSTRACT

This research study aimed at investigating the school based factors influencing pupils' participation in public primary schools education in West Karachuonyo Division Rachuonyo North District, Kenya. Specifically, the study sought to determine the influence of instructional materials on pupils participation in public primary schools, determine the effects of teacher qualifications on pupils participation in public primary school, determine how school curriculum effects pupils participation in public primary school education, assess the influence of guidance and counseling on pupils participation in public primary school education and establish the influence of physical facilities on pupils participation in primary schools in West Karachuonyo Division. This study was guided by Education Production Function theory as advocated by Coleman 1960 in Psacharopoulos and Woodhall (1985). The study was conducted using the descriptive survey design. The target population consisted of the 72 primary schools, 72 head teachers, 432 teachers and 16500 pupils, that is from class 4 to 8 (AEOs office, 2012) who had information on school based factors influencing pupils' participation in primary school education. Head teachers (36), teachers (196) and pupils (370) were the sample size of the target respondents for this study. Research instruments used to collect data were questionnaires for teachers and pupils and an interview schedule for head teachers. The researcher used the test retest method to enhance instrument reliability. The study yielded data that required both qualitative and quantitative analysis. Quantitative data was analysed using SPSS computer programme version 17.0 and qualitative data manually. Presentation was done using frequency distribution tables with values and percentages. From the findings of the study, it was established that head teachers (44.4%) and teachers (40.0%) had taught for 16 and above years since they left college. Besides, availability of qualified teachers, through in-service courses, seminars or workshops, determines the participation of pupils in schools. The results also indicate that 71.0% of pupils reported that they had repeated classes. However, it is not only poor performance leading to repetition but also lack of fees and indiscipline among some pupils. There were some factors as a result of peer pressure contributing to pupils' dropout. Majorly cited factors were indiscipline cases (31.8%) and pupils' negative attitude towards class work (28.2%). The study concludes that head teachers' and teachers' provision of guidance and counseling to pupils would enable them complete the eight years in primary school. Through guiding and counseling also most girls would achieve their dreams in life by avoiding early pregnancy. The researcher recommends parents to offer full support to their children and also to work hand in hand with teachers to curb issues of absenteeism and enable pupils complete school. Also, public primary schools to be equipped with adequate teaching and learning resources to enable pupils complete school. Basing on areas for further research, the study recommends researches on the role Ministry of Education and other collaborating partners to curb dropout in public primary schools in Kenya, and relationship between educational level of the parents and the level of educational attainment of the children.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Education and its provisions are an important enabling factor for development. Education increases social options and provides the means towards social mobility and socio-economic advancement (NEPAD, 2009). The Education for All (EFA) Global Monitoring Report shows that worldwide 103 million children are out of school not learning to read and write; the Report also argues that these children need basic skills in reading, writing and arithmetic to have access to information about health, environment, education, world of work and to engage in life-long-learning.

It is this assertion that constituted the major driving force behind the declaration by UNESCO of Education for All (EFA) at the World Education Forum, in April 2000, in Dakar, Senegal. The Dakar Framework (2000) places particular emphasis on quality education as well as placing strategies by a wide variety of role players and stakeholders including governments, international organizations, academic institutions, and development agencies, teachers, parents and learners.

The right to education has been recognized in numerous international agreements. These include the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Beijing Platform for Action, the Jomtien Protocols (1990) and the Accra Accord (2002), which established the Millennium Development Goals (MDG) and modalities for assessing progress.

Gravestock & Gregor-Greenleaf (2008) states that the explanation for good or poor participation in education and academic performance have been quite exhaustive yet controversy still exists among scholars as to what contributes singly or jointly to pupils low participation and even performance. Ajaja (2012) has categorized reasons why pupils do not participate fully in schools into four clusters, these includes; school related, job related, family related and community related. Frendenberg and Ruglls (2007) identified a number of factors under each cluster as influencing low pupils participation in schools but for the sake of this study the researcher will mainly base on school related factors like low socioeconomic status of the school population, discrimination of students school phobia, conflicts (with teachers, school mates) having peers with low academic aspirations. Issues considered under the school portfolio are such as teaching/learning materials, physical environmental factors, the quality of teachers, and proximity to school, irrelevant, complex, rigid and congested curriculum, language and medium of instruction among others.

When children come to school they have their own imaginations and expectations about school. At the every least, they expect to get a desk to sit on and in a classroom (Nkinyangi, 1982). It is therefore a shock to these little ones when they come to school and find they have to sit on stone outside somewhere under a tree, with their teacher writing on a blackboard supported by stones against the tree trunk. The initial shock is made worse by the experience of bad weather-during the rainy season, within a short-time, school is no longer interesting and many



children dropout (Waka, 1980). According to a UNICEF study carried out in six focus districts (Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu) in 2006, the proximity and access to primary school is a predetermining factor to enrolment and retention. Language and medium of instruction is another factor that influences access and retention. Learning using a foreign language or another ethnic group language which one is not familiar with is not easy especially in the early years of schooling. It demands one to learn the language before learning the content. The double task discourages one from catching up with schooling. As such pupils either perform poorly or repeat classes a practice that usually leads to drop outs.

In most of the sub-Saharan African countries, a situation exists in which teachers are not adequately trained (Kremer et al, 2005; Buchmann & Brakewood, 2000). In-servicing programmes are not well established, teachers also lack adequate motivation. As a result, they under perform. The current policy is that a primary school teacher should be able to teach all the seven subjects in the primary school curriculum. However, the two years of teacher training is not adequate for the teacher trainee to acquire mastery in subject content and skills of pedagogy in all the seven subjects (Sessional paper No. 2005). The teacher's qualification determines to a greater extent whether children go to school and benefit from going to school. For various developing countries a so called "push out" effect has been experienced due to teachers' qualification (Kremer et al, 2005; Buchmann & Brakewood, 2000). Other scholars like Adeyemo (2005) and Olaleye (2011) have

established that there is a relationship between teachers' qualifications and pupils' participation in education. Qualities of teachers affect access and retention of pupils in school.

In the United States, studies by Bridgeland et al (2006) identified reasons why pupils lack interest in schools, as relationship with pupils not interested in school and absolute freedom to do what they like. The general causes of deviance which leads to school dropout include frustrations, peer pressures and lack of interest in the teacher (UNICEF, 2005). Peer pressure can spark negative attitude to school work and this can lead to absenteeism especially among boys than girls (Ayodo, 2011). Journal of adolescence (2009), reported that, opinion of child's peer may have more weight than that of parents and teachers. However the journal notes that positive peer may mobilize the child's energy and motivate them for success. Poor supervision and indiscipline in schools has pushed many pupils to engaging in frustrating activities, such as smoking, drinking of chang'aa, miraa chewing among others (FAWE, 2002). There is need therefore to encourage pupils to associate with persons who will encourage and model them positively (Gitonga, 2007) through guiding and counseling in school.

Orodho (2005) in his study on access and participation in education in Kenya found that physical facilities and instructional materials are quite crucial to students learning. FPE has stretched facilities to the limit, classrooms are congested, desks are inadequate and so are textbooks. In most cases, books, charts, maps and other teaching /learning materials are not adequate. The quality of the available learning materials is low. According to Mbilinyi and Omari (1998) in some cases the materials are not learner friendly as they are full of stereotyping and at times gender biased. Toilets are lacking in schools and where they exist, they are inadequate and in poor condition. This has badly affected girls, the disabled and young children.

Government of Kenya (GoK) is facing a dropout crisis just like other nations. Children are starting primary school in greater numbers than ever before but dropout rates are still significant leading to low completion rates in many countries (World Bank, 2007; Alexander, 2008). There is an alarming difference between the numbers of pupils who enroll in standard one at primary and those who complete primary school cycle by successfully sitting for national examinations. The vast majorities of pupils in Sub-Saharan Africa do not complete primary education and get enrolled in secondary school (UNESCO, 2010). Numerous countries around the world have implemented automatic promotion of pupils whatever the performance to enhance retention and completion rates in the education systems, but still there are cases of absenteeism and repetition in the Southern and Eastern Africa Consortium for Monitoring

Educational Quality (SACMEQ) countries. However, little is known of repeater background and their circumstances, and whether the practice of repetition is actually effective in improving education quality (UNESCO, 2004). The function of a school is to educate, rehabilitate as well as to inculcate the right knowledge, skills and attitude, therefore if the teachers attitude towards the pupils are negative, for example if pupils are punished arbitrarily, scolded or even labeled, such pupils may develop negative attitude towards school or even absent themselves from the unfavourable school environment. This is a worldwide concern which reckons the need for researchers to carry out studies that will investigate whether the school-based factors discussed above could make pupils not to enroll in large numbers, drop out and their effects on those who are in school.

According to the Ministry of Education (2007) there are constraints in attaining the goals of Education for All (EFA) to realize vision 2030. The completion rates in primary schools are low due to the dropout of the pupils. Reports by the MoE (2011) reveal that despite enormous gains on access in education; there are dropouts of pupils in primary schools and a decline in completion rates. This study will investigate whether the school dynamics discussed above could make pupils drop out in public primary schools in Rachuonyo North District, Kenya.

**Table 1.1: Trends in number of pupils enrolled in class 5 and those who complete class 8 in Rachuonyo North District, Kenya.**

<b>Year/ Classes</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
5	6851	6137	6223	6245	6157
6	5816	5994	5281	6096	5880
7	5279	5418	4988	5809	5902
8	3952	3850	3860	3988	4190

**Source:** DEO’s Office, Rachuonyo North District 2014.

From Table 1.1, we can easily point out that in all public primary school levels there is a proportionate loss between successive years of schooling (DEO’s Office, Rachuonyo North District, 2014). Overall, only slightly more than half the pupils enrolled in STD 5 proceed to STD 8. Currently, dropout number is still a key area of concern at primary school level despite the fact that the GoK has introduced Free Primary Education (FPE) (MoE, 2012).

### **1.2 Statement of the problem**

Dropout numbers in Rachuonyo North district are so high compared to other neighboring districts (DEO’s Office, Rachuonyo North District 2014). For the past four years, even with the Government of Kenya coming up with efforts of implementing free primary education; it is still evident that primary school

dropout numbers are high in most counties in the nation. Throughout the country, it is clear that the number of children enrolled in schools has increased over time due to free day primary education. The GOK has even set up policies and interventions to prevent drop out (UNESO, 2010) and with the support of donor agencies, Non-governmental organizations (NGOs) and other collaborative partners, has strived to enhance the participation and access in education.

Despite all these efforts, dropout numbers still remain high in most primary schools in Kenya. A significant proportion of pupils who start primary school are not completing this cycle. From Table 1.1, we can easily point out that in all public primary school levels there is a proportionate loss between successive years of schooling (DEO's Office, Rachuonyo North District, 2014). Overall, only slightly more than half the pupils enrolled in STD 5 proceed to STD 8. Rachuonyo district, like many other areas in Kenya, experiences low pupils participation in primary schools. Hence, the need to investigate school based factors influence pupils participation in public primary schools in Rachuonyo district.

### **1.3 Purpose of the study**

The purpose of the study was to investigate school based factors influencing pupils' participation in public primary schools education in West Karachuonyo Division Rachuonyo North District.

#### **1.4 Objectives of the study**

**This research was guided by the following objectives:**

- i. To determine the influence of instructional materials on pupils participation in public primary schools in West Karachuonyo Division
- ii. To determine the effects of teacher qualifications on pupils participation in public primary school in West Karachuonyo Division
- iii. To determine how school curriculum effects pupils participation in public primary school education in West Karachuonyo Division
- iv. To assess the influence of guidance and counseling on pupils participation in public primary school education in West Karachuonyo Division
- v. To establish the influence of physical facilities on pupils participation in primary schools in West Karachuonyo Division

#### **1.5 Research questions**

Basing on the objectives above, the following research questions were formulated to guide the study:

- i. To what extent do instructional materials influence pupils' participation in public primary school education in West Karachuonyo division?
- ii. What are the effects of teacher qualifications on pupils' participation in public primary school education in West Karachuonyo division?

- iii. How does the school curriculum effect pupils' participation in public primary school education in West Karachuonyo Division?
- iv. How does guidance and counseling influence pupils' participation in public primary school education in West Karachuonyo Division?
- v. To what extent do the physical facilities influence pupils' participation in public primary schools in West Karachuonyo Division?

### **1.6 Significance of the study**

The findings of this research would provide the teachers and head teachers in the Division with causes and remedies for low participation in primary education. This information would assist the head teachers and PTA members to identify school-based dynamics that would encourage pupils' participation in education. The information might also assist the DEO to put more interventions to curb low participation in primary schools. The study could also be used by other researchers who might want to carry out research in future.

### **1.7 Limitations of the study**

The researcher would encounter the problems of lack of adequate records kept on the pupils drop out and completion rates hence causing delay in filling of questionnaires. These might be major limitations to the study.

### **1.8 Delimitation of the study**

According to Mutai (2000), the term delimitation refers to the boundaries of the study. The study will be delimited to public primary schools in West



Karachuonyo division. The teachers and students from private schools were not the central focus of the study because the scope of this research was mainly on public primary schools.

### **1.9 Basic assumptions of the study**

The assumptions of the study were that:

- i. All the teachers teaching in public primary schools in the division were professionally qualified full of information on school-based factors influencing pupils' participation in public primary school education.
- ii. All the public primary schools in the division benefit from FPE.

### **1.10 Definition of significant terms**

**Absenteeism** refers to a situation where the pupil is away from the class when the school is in session with or without the consent of the parent or the teacher.

**Attendance** refers to state of being present in school for learning purposes.

**Completion rates;** refers to the proportion of pupils who successfully complete the final grade of the cycle expressed as a percentage of the total enrolled in the final grade of the cycle in a given school year.

**Drop-out** refers to any student who leaves school prematurely irrespective of his/her grade before completing secondary cycle.

**Functional illiterates** refer to children who emerge last of the school system without any basic skills to make them productive in the society.

**Grade repetition** refers to a practice of having a pupil held in the same grade in school for an extra year rather than being promoted to the next grade with their age peers.

**Head teachers leadership skills** refer to the position of a manager in a school and how it is used to influence attendance of learners.

**Instructional materials** refer to materials that support learning and teaching, reading, writing and numeracy.

**Participation** refers to the chances and opportunities that pupils have for entering and completing primary school education. It includes enrolment, retention, completion and graduation rates.

**Public primary schools** refer to the chances and opportunities that a learner has for entering and completing primary school education. It includes enrollments, retention completion and graduation.

**Pupil Wastage** refers to the stay of pupils in a particular class for more than one year.

**School based factors** refer to any occurrence within the premise of the school brought about by the interaction of the learner peers, teachers and any other person in the school community.

**Stakeholders** refer to one who has interest in the success of a plan, system, or organization for instance, parents of a child in school

**Teacher behavioral factors** refer to all manners in which a teacher acts or performs in a deliberate or habitual way in relation to schooling.

### **1.11 Organization of the study**

This study was organized in five chapters. The first chapter focused on the background of the study, statement of the problem, purpose of the study, research objective, research questions, significance of the study, limitation of the study, delimitation of the study assumption of the study, and definition of significant terms. The second chapter was on literature review which consists of introduction, the concept of education participation, teachers behavior influencing pupils' participation in public primary school education, peer pressure influencing pupils' participation, influence of school policy on academic achievement on pupils participation, measures for mitigating pupils drop out in public primary schools West Karachuonyo division, theoretical and conceptual frame work, and summary of literature review. The third chapter explored the research design, target population sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four focused on interpretation and discussion of the findings on data analysis. and the fifth chapter presented summary of the findings, discussion and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review in this chapter focuses on the concept of education participation, the influence of instructional materials on pupils participation, effects of teacher qualifications on pupils participation, how school curriculum affects pupils participation, the influence of guidance and counseling on pupils participation, the influence of physical facilities on pupils participation in primary schools in West Karachuonyo Division, theoretical and conceptual frame work, and summary of literature review.

#### **2.2 The concept of education participation**

The World Education Forum, held in Dakar, Senegal in 2000, has proven to be a momentous occasion. The international community formally pledged that “no country shall be thwarted from meeting the [Education for All (EFA)] goals due to lack of resources” (Education for All Forum, 2000). Since then, national governments, international organizations and various stakeholders have been seeking to address the gap in resources which are required to reach these goals.

#### **2.3 Influence of instructional materials on pupils participation**

When children come to school they have their own imaginations and expectations about school. At the every least, they expect to get a desk to sit on and in a classroom (Nkinyangi, 1982). It is therefore a shock to these little ones when they

come to school and find they have to sit on stone outside somewhere under a tree, with their teacher writing on a blackboard supported by stones against the tree trunk. The initial shock is made worse by the experience of bad weather-during the rainy season, within a short-time, school is no longer interesting and many children dropout (Waka, 1980).

#### **2.4 Effects of teacher qualifications on pupils participation**

Education is widely regarded as a basic human right, a key to enlightenment, and a source of wealth and power (Mugenda & Mugenda, 1999). Education is critical to industrial and technological development, with the history of developed nations bearing records of this, developing nations aspiring to realize the same status have to put a premium. UNESCO (2011) indicates that knowledge holds key to the attainment of the millennium development goals, which include, food security, eradication of child mortality, and reduction of the spread of HIV and AIDS among others. Ali (2009) observes that there is statistically significant relationship between teacher qualifications and student academic achievement. Adeyemo (2005) notes teacher qualifications influence teaching and learning in classrooms. Olaleye (2011) established that there is relationship between teachers' qualifications and pupils' performance. Gravestock & Gregor-Greenleaf (2008) states that the explanations for good or poor student's academic performance have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher

qualifications found to be dominant in cross-country studies are related to; teacher administration, experience, attitude and personality.

Akinsolu (2010) asserted that availability of qualified teachers determine the performance of pupils in schools. Coonen (1987) emphasized that teachers involved in in-service training are more effective in classrooms as compared to teachers who have not undergone training. Wirth & Perkins (2013) indicate that teacher's attitude contributes significantly to pupil attention in classrooms whereas Adesoji & Olatunbosun (2008) illustrated that pupil attitude is related to teacher qualifications. This therefore meant that teacher's attitude directly affects pupils' attitude. On teacher personality, Adu & Olatundun (2007) contend that teachers' qualifications are strong determinants of pupils' performance in primary schools.

Scholars and researchers generally are in agreement that the school variables, which include teacher administration, perform a critical role in educational achievement than other variables (Patrick, 2005). The important role of the teachers in the learning is unquestionable. Teachers have a lot of influence on their classroom practices. Teachers should have and apply specific abilities without which their influence may not be reflected in their pupils' performance in the subject. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in their teaching. There has been no consensus on the importance of specific teacher factors, leading to the common conclusion that the existing

empirical evidence does not find a strong role for teachers in the determination of academic achievement. This study therefore sought to investigate the influence of teacher qualifications in influencing pupils' performance.

## **2.5 How school curriculum affects pupils participation**

The role of education in promoting the economic and social vitality of a country's citizen is widely recognized, and much emphasis is placed the importance of quality education as an economic investment that deters school dropout and prevents societal costs associated with school dropout (Rolnick and Grunewald, 2006). The education system should therefore inculcate proper work ethic and it is the duty of schools do develop job-related competencies in pupils so that they are motivated to pursue education have confidence in education and thus stay in school. Pertaining to how the school curriculum relates to the drop out problem, Rolnick and Grunewald (2006) believe that a narrow rigid curriculum that lacks diversity with limited choices and options, and does not cater for pupils interest predisposes pupils to dropping out. On the other hand, Lauer (1996) do think that a curriculum irrelevant to the world of work is a factor that can influence pupils to drop out of school.

Cooper and Jordan (2003) state that schools therefore need to diversify their curriculums so that every pupil finds a home in school. According to Mandebvu (1996), it is imperative to diversify the school curriculum to align with pupils' needs. Hussain et al (2010) found out that in Pakistan, some of the curriculum related factors that contribute towards high dropout rate are that the curriculum at

primary level is not in harmony with the needs and abilities of children. Pupils feel bored and not satisfied with the prescribed curriculum which forces them to leave school. Furthermore the prescribed curriculum at primary level does not fulfill the needs and expectations of the community. Therefore, pupils do not take interest in their education and they leave the school. Attaullah (2000) quoted in Ghazi et al (2011) further reinforces this by noting that lack of education programmes to meet the individual's vocational and intellectual needs of the pupils ultimately leads to dropout. Mbilinyi (2003) further notes that an irrelevant, complex, rigid and congested curriculum normally puts learners off and predisposes them to dropping out.

## **2.6 Influence of guidance and counseling on pupils participation**

Peer pressure is a major factor that influences pupils' participation in education. Failure of pupils to find positive social relationships in schools leads to drop out (Croninger & Lee, 2001). Kariuki (2007) says that peer pressure influences many pupils to imitate their colleagues in need of recognition and acceptance. UNESCO (2005) notes that with current socio-technological changes and educational demands, counseling is a major concern for pupils to enable them plan and prepare for secondary schooling. Schools may fail to put in place measures to ensure that pupils are carefully handled during adolescent stage hence they may feel neglected and absent from school. Besides, schools are governed by rules and regulations that must be observed by all pupils. Failure to adhere to these regulations, pupils may find themselves on the wrong side of administration. In



such cases, the pupil may be punished. Such a pupil, if not guided and counseled well, will not be regular attendant of school and may drop out without having completed the primary school cycle. The Task force on discipline (2001) indicated that drug and substance abuse was rampant in secondary school as well as primary schools in Kenya and this leads to irregular attendance, rudeness and fighting. The consequence is being sent home and not completing their education.

Poor supervision and indiscipline in schools has pushed many pupils to engage in frustrating activities, such as smoking, drinking of chang'aa, miraa chewing among others. The low performance of pupils eventually means that education does not fetch enough benefits as an investment; parents get demoralized and see education as a waste of time and the resources that could be invested elsewhere (UNICEF, 1998). There is therefore a need to guide and counsel pupils to associate with persons who will encourage them and model them positively.

## **2.7 Influence of physical facilities on pupils' participation**

Globally, completion of primary school is usually pegged on the number of available spaces and physical facilities in schools. Despite the significant improvements, many Sub-Saharan African (SSA) countries are still a long way from achieving universal primary education (UPE) of adequate quality by 2030. The most recent data show that, in one-third of SSA countries, approximately 50% of all children do not complete primary education. While achieving UPE will remain the priority for most SSA countries, governments of the world, Kenya included, should try to expand further education by balancing resource

requirements and availability of schools infrastructure to accommodate the increasing education demands and economic needs to enable pupils' complete primary education (UNESCO, 2011). Orodho (2005) says that physical facilities and instructional materials are quite crucial to students' learning. FPE has stretched facilities to the limit, classrooms are congested, desks are inadequate and so are textbooks. In most cases, books, charts, maps and other teaching /learning materials are not adequate. The quality of the available learning materials is low. In some cases the materials are not learner friendly as they are full of stereotyping and at times gender biased. This affects the quality of learning and at the same time discourages learning. Toilets are lacking in schools and where they exist, they are inadequate and in poor condition. This has badly affected girls, the disabled and young children (Mbilinyi and Omari, 1998).

Research studies in Pakistan (Hussain, 2011) have shown that lack of physical facilities is also one of the major reasons of pupils dropping out in Pakistan with respondents stating that inadequate provision of physical facilities in schools and poor standards of health and nutrition is one of the main causes of high dropout rate in Pakistan. The study also revealed that poor condition of school buildings is also a main reason of pupils leaving school. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Brock & Cammish, 1997; Molteno et al. 2000).

## 2.8 Theoretical framework

The study is guided by Education Production Function theory as advocated by Coleman 1960 in Psacharopoulos and Woodhall (1985). In this theory Education participation in the education process is seen as a function of many variables known as inputs.

$$A = F(T, P, S, G, I)$$

A=Participation in Education, T= teachers qualifications, S= school curriculum, I= instructional materials, G= guidance and counseling, P= physical facilities

Other variables are: school curriculum, guiding and counseling, physical facilities, instructional materials and teacher qualification.

As far as this theory is concerned, education process is seen as a production process where many inputs are expressed in a given proportion to produce good results (out put). It's therefore clear that quality of the process and output was determined by the levels of inputs exerted in the learning environment e.g. (teacher's qualification, school curriculum, instructional materials, physical facilities and guidance and counseling) provided; they combined well to produce maximum and quality out put. School based factors as discussed influences education output (participation in education). This theory is therefore appropriate for the researcher to investigate the influence of school based factors on pupil's participation in primary schools in West Karachuonyo

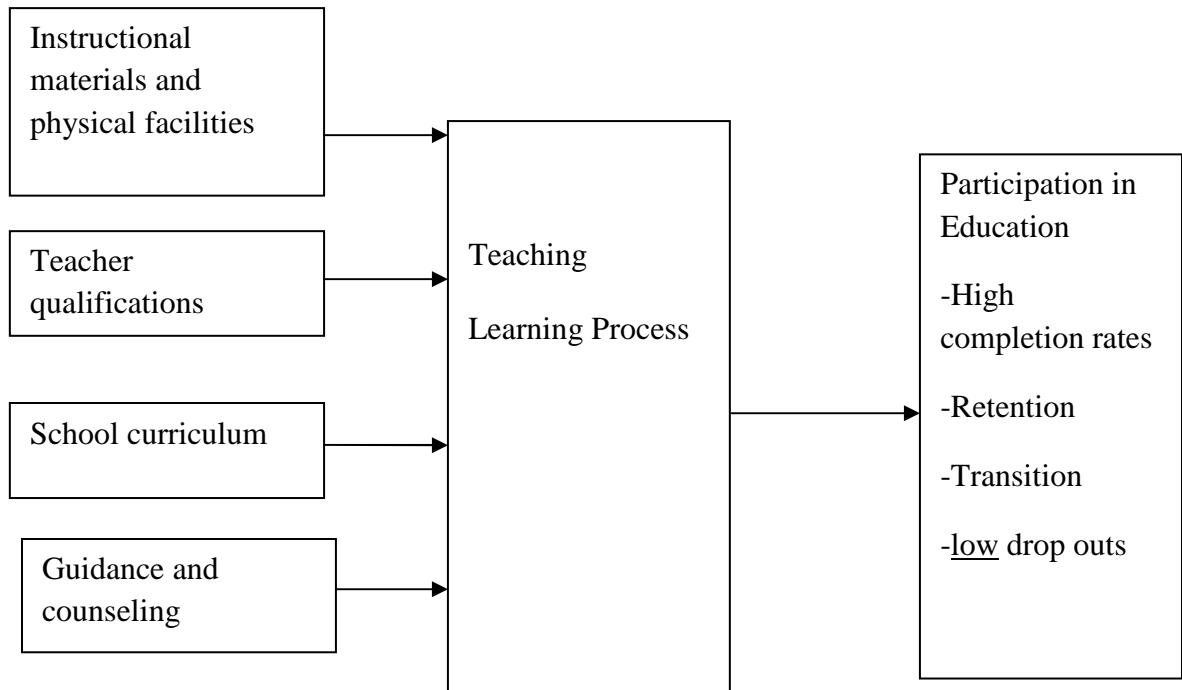
## **2.8 Summary of the literature review**

Literature review in this study, deals with school-based factors influencing pupils participation. The study is anchored on the Education Production Function theory and supported by retention theory by Seidman (2005) where the education process is seen as a function of many variables known as inputs. Teachers' qualification and behaviors towards their work and pupils, their classroom management and their interaction will have impacts on pupil's participation. Pupils' wastages in many primary schools are caused by repetition, pupil's inability to cope with discipline and poor performance. Peer pressure also influences many pupils to imitate their colleagues in need of recognition and acceptance. The government has tried to come up with some measures to stem pupils' drop out in schools like providing school instructional materials, teacher qualification, physical facilities, guidance and counseling, curriculum change and teacher development courses. Despite all these efforts, there are still cases of low participation in schools.

## **2.9 Conceptual framework**

The conceptual framework for this study is as shown in figure 2.1.

**Figure 2.1 Relationship between independent and dependent variables influencing pupils drop out**



**Source:** Adapted and modified from Seidman, A., Lonnie. M. & Loretta ,S. (2005).

The independent variables are teacher’s qualification, instructional materials, school curriculum, physical facilities and guidance and counseling and factors mitigating drop outs. The process is the teaching/learning and the out put are the dependent variables. The independent variables would determine the effectiveness of the learning process that would lead to expected out put (Participation in education). These factors should be addressed to avoid education wastages.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the research design, the target population, sample size and sampling procedures, research instruments, instrument validity and instrument reliability, data collection procedures, and data analysis techniques.

#### **3.2 Research design**

The study used descriptive survey design to establish the school based factors influencing pupil's participation in primary education. According to Orodho (2005) a descriptive survey is a method of collecting information by interviewing or administering questionnaires to a selected sample. The researcher used the design to ask a sample of individuals to respond to the set questions about their background, their experiences attitudes and opinions in order to yield data to be used in examining relationships between properties and dispositions (Chara & Nachmias, 2004). This design deemed suitable for the study because the researcher collected data, analyzed it and reported the information as it exists on the field without manipulating the variables under study.

#### **3.3 Target population**

The study targeted 72 public primary schools, 72 head teachers, 432 teachers and 16500 pupils, that is from class 4 to 8 (AEOs office, 2012) who have information

on school based factors influencing pupils' participation in primary school education.

### 3.4 Sample and Sampling techniques

Simple random sampling technique was used to select 36(50%) schools. According to Calmorin (2007) a 10% sample can sufficiently represent a population. However the bigger the sample is, the more representative of the population it becomes. In this case 36(50%) head teachers will take part in the study. For teachers and pupils who are 432 and 16500 respectively, the Krejcie (1970) model adapted by Morgan (1990) was used to determine the required sample size as shown in the table at 95% confidence level.

**Table 3.1: Sample sizes for given population sizes**

Population Size	Sample Size	Population Size	Sample Size
10	10	300	169
20	19	400	196
30	28	1500	306
40	35	2000	322
50	44	3000	341
60	52	4000	351
70	59	5000	307
80	66	10,000	370
90	73	20,000	377
100	80	50,000	381
150	108	100,000	384
200	132		
250	162		

**Source:** Krejcie and Morgan (1990)

Therefore given the standard 4 to 8 pupils' population of `16500 the required sample is 370. For teachers, 196 respondents were drawn from the population of 432. This brings the entire samples size to 602.

### **3.5 Research Instruments**

This study employed questionnaires for teachers and pupils, and interview schedule for the head teachers (Wiesma, 2000). The questionnaires have both closed and open-ended questions. Closed ended questions were accompanied by a list of all possible alternatives from which the respondent selected the best alternative that describes the situation. Open- ended questions were given to the respondent to complete freedom of response (Kerlinger, 1973). The questionnaire is preferred because they collect a lot of information in a larger population and hence the objectivity will be high.

Interview schedule was preferred for head teachers because they would show in detail information about personal feeling, perceptions and opinions and they will achieve a high response rate (Connaway & Powell, 2010).

#### **3.5.1 Validity of the instruments**

According to Connaway and Powell (2010), validity of an instrument is the accuracy and meaningful inferences which are based on the research results. It is the degree to which results obtained from the analysis of data will represent the exact phenomenon under study. To enhance content validity of the questionnaires and the interview schedule, the researcher sought the supervisor's appraisal of the



instruments ability to collect data in conformity with the research objectives and questions. In addition the questionnaires were pre- tested before the actual research and inconsistencies were corrected.

### 3.5.2 Reliability of the instruments

Reliability of the research instrument is its level of internal consistency over time (Connaway & Powell, 2010). A reliable instrument therefore is the one that constantly produces the expected results when used more than once to collect data from two samples drawn from the same population. Reliability was tested through test- retest method. Individuals who were randomly selected filled the questionnaires and then filled in the questionnaires again after two weeks. The results from the two tests correlated to produce a stability coefficient. The Pearson r measured correlation also called the Pearson Product Moment Correlation Coefficient (Mertens, 1998)

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

X: results for the first test

$\sum x^2$ : Summation of the square of the first test results.

y: results for the first test

$\sum y^2$ : Summation of the square of the second test results

$(\sum x) (\sum y)$ : A product of the summation of the first and second test

$n\sum x$ : Product of number of scores and summation of first test

$n\sum y$ : Product of number of scores and summation of second test

It is the average of the sum of the Z score product and it measures the strength of the linear relationship between two characteristics. The positive (increase, increase) correlation coefficient can range from 0.00 to 1.00. The closer to 1.00, the stronger the relationship is. A reliability coefficient is found to be closer to 1, it means that there is a high correlation between the two left and the instruments are reliable.

### **3.6 Data collection procedure**

After obtaining the university letter of research approval, the researcher sought for research permit from the National Council for Science and Technology. Subsequently clearance from the District Education Officer (DEO) in Rachuonyo North District was sorted. The researcher visited the participating head teachers, teachers and pupils to inform them of the intended study and to create rapport. The pilot study was then administered and corrections made to the questionnaires and the interview schedule. The researcher administered the questionnaires to the respondents in each selected school. The filled in questionnaires were collected one week later. Interviews for the head teachers were carried out according to the head teachers schedule to avoid inconveniences.

### **3.7 Data analysis technique**

After collection of questionnaires, the researcher read through them to ascertain and see whether all items had been responded to. Another task was to check for accuracy of the answers and uniformity which constituted the main task of editing. Qualitative data was appropriately coded, analyzed and percentages established. Qualitative analysis involved; coding of recurring words or themes relevant to evaluation questions. This was done by reading through the open – ended responses to identify themes and patterns which were recorded on a worksheet. Secondly creating meaningful categories to which codes were assigned and hence organizing them. Activity three involved verifying the codes, comparing the categories in terms of word-count frequencies and analyzing performance of relevant statistics. The last step was drawing theoretical conclusions about the content in its context (Calmorin, 2007). Data analysis was then done by the help of Statistical Package for Social Sciences (SPSS) (Norusis, 2000) and then the findings were presented on frequency tables.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter gives a detailed analysis of the research findings followed by interpretation of the same. In this study, two types of questionnaires were used to collect data from the respondents. These were the teachers' questionnaire and pupils' questionnaire. The study also employed an interview schedule for the head teachers. Presented are the findings on questionnaire return rate and school based factors influencing pupils' participation in public primary schools education in West Karachuonyo Division Rachuonyo North District. Other findings presented are the influence of instructional materials on pupils' participation, effects of teacher qualifications on pupils' participation, how school curriculum affects pupils' participation, the influence of guidance and counseling on pupils' participation, and the influence of physical facilities on pupils' participation in primary schools in West Karachuonyo Division. Data was analyzed both manually and by use of SPSS computer programme.

#### **4.2 Questionnaire return rate**

A total of 370 pupils' questionnaires were issued and 300 were returned back, representing 81.0%. For the teachers 196 questionnaires were issued and 170 were returned back, giving a total of 86.7%. Besides, 36 interview schedules were handled for the head teachers. The data collected was tabulated systematically as per the research objectives.

### 4.3 Demographic data of the respondents

It was essential for the study to gather data on the head teachers', teachers' and pupils' background in terms of gender, years taught after completing college and years taught in the current school. These would directly or indirectly influence pupils' participation in education. The following section presents the demographic data of the respondents.

#### 4.3.1 Gender of the teachers and pupils

Gender was considered important in this study because it could negatively or positively influence pupils' participation in primary school education.

**Table 4.1: Distribution of teachers and pupils by gender**

<b>Gender</b>	<b>Teachers</b>	<b>%</b>	<b>pupils</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Male	110	64.7	170	56.6	280	59.6
Female	60	35.3	130	43.4	190	40.4
<b>Total</b>	<b>170</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>470</b>	<b>100.0</b>

Table 4.1 shows that the respondents for this study were predominantly male teachers and pupils. Out of 470 respondents, 59.6% were male teachers and

pupils. One gender dominating in a given school can affect pupils in one way or another especially when it comes to matters of guidance and counseling that would call for a male or female teacher or both.

#### **4.3 Effects of teacher qualifications on pupils' participation in public primary school**

Ali (2009) observes that there is statistically significant relationship between teacher qualifications and student academic achievement. Adeyemo (2005) notes teacher qualifications influence teaching and learning in classrooms. Olaleye (2011) establishes that there is relationship between teachers' qualifications and pupils' performance. Gravestock & Gregor-Greenleaf (2008) states that the explanations for good or poor student's academic performance have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher qualifications found to be dominant in cross-country studies are related to; teacher administration, experience, attitude and personality. There was need, therefore, for this study to establish the effects of teacher qualifications on pupils' participation in primary education in West Karachuonyo Division.

### 4.3.1 Duration that head teachers and teachers had taught after graduation

The study sought to find out the duration that head teachers and teachers had taught after college. Respondents' years having taught since college would determine their teaching experience and how they could deal with the issues of pupils' participation in school. Data were collected and tabulated as shown in Table 4.2.

**Table 4.2: Head teachers' and teachers' responses on years they had taught after graduation**

<b>Years taught after graduation</b>	<b>HTs</b>	<b>%</b>	<b>Teachers</b>	<b>%</b>
1-5	1	2.8	25	14.7
6-10	8	22.2	37	21.8
11-15	11	30.6	40	23.5
16 and above	16	44.4	68	40.0
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>

The results from Table 4.2 indicate that head teachers (44.4%) and teachers (40.0%) had taught for 16 and above years since they left college. It was an

indicator that they at least had an experience in the field of teaching. Teachers' experience could assist in identifying indicators to pupils' lack of participation in education and finding remedies quickly. Teachers should have and apply specific abilities without which their influence may not be reflected in their pupils' performance in the subject. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in their teaching.

#### **4.3.3 Teachers' years of teaching in the current school**

Teachers' years of teaching in a particular school was found to have an influence on pupils' participation in school. Therefore, the study was to establish whether this actually was a contributing factor to pupils' participation in public primary schools education in West Karachuonyo Division Rachuonyo North District. The results were then tabulated as shown in Table 4.3.



**Table 4.3: Teachers responses on the number of years of teaching in school**

No. of yrs in school	Teachers	%
1-5	77	45.3
6-10	40	23.5
11-15	31	18.2
16 and above	22	12.9
<b>Total</b>	<b>170</b>	<b>100.0</b>

From Table 4.3, a majority of teachers (45.3%) had just taught for 1-5 years in the current school. Teachers' experience could assist in identifying indicators to student drop out and finding remedies quickly. This was a clear indicator that they were still setting and adapting to the trend of their schools in accordance to the strategies they had developed. The data implies that teachers had a considerable teaching experience in the current school to provide information on pupils' participation in public primary schools education in West Karachuonyo Division Rachuonyo North District.

#### **4.3.4 Head teachers' response on having attended in-service course, seminar workshop that sensitizes on boy/girl child school attendance**

Coonen (1987) emphasizes that teachers involved in in-service training are more effective in classrooms as compared to teachers who have not undergone training. Head teachers were to indicate whether they attend in-service courses, seminars or workshops that sensitize on boy/girl child school attendance in West Karachuonyo Division Rachuonyo North District. Data captured was then recorded in Table 4.4.

**Table 4.4: Head teachers' response on having attended in-service courses, seminars or workshops that sensitize on boy/girl child school attendance**

<b>Response</b>	<b>HTs</b>	<b>%</b>
Yes	26	72.2
No	10	27.8
<b>Total</b>	<b>36</b>	<b>100.0</b>

Findings on Table 4.4 indicate that there were some head teachers who do not attend (27.8%) in-service courses, seminars or workshops that sensitize on boy/girl child school attendance in West Karachuonyo Division Rachuonyo North

District. Findings from Table 4.4 show that availability of qualified teachers, through in-service courses, seminars or workshops, determines the participation of pupils in schools. Through in-service courses, seminars or workshops teachers' attitude can be changed significantly to enable pupils' attention in classrooms. Teachers' qualifications through in-service courses, seminars or workshops are strong determinants of pupils' participation in primary schools.

#### **4.4 How school curriculum affects pupils' participation**

According to Rolnick and Grunewald (2006) the education system should inculcate proper work ethic and it is the duties of schools to develop job-related competencies in pupils so that they are motivated to pursue education, have confidence in education and thus stay in school. Pertaining to how the school curriculum relates to the drop out problem, Rolnick and Grunewald (2006) believe that a narrow rigid curriculum that lacks diversity with limited choices and options, and does not cater for pupils interest and predisposes pupils to dropping out. On the other hand, Attaullah (2000) quoted in Ghazi et al (2011) further reinforces this by noting that lack of education programmes to meet the individual's vocational and intellectual needs of the pupils ultimately leads to dropout. Mbilinyi (2003) further noted that an irrelevant, complex, rigid and congested curriculum normally puts learners off and predisposes them to dropping out. Hence data was collected on curriculum-related issues from head teachers', teachers' and pupils' response and tabulated.

#### 4.4.1 Pupils' responses on the classes they belong

According to Mandebvu (1996), it is imperative to diversify the school curriculum to align with pupils' needs at class level. Hussain et al (2010) found out that some of the curriculum related factors that contribute towards high dropout rate are that the curriculum at primary level is not in harmony with the needs and abilities of children. Pupils feel bored and not satisfied with the prescribed curriculum which forces them to leave school. Furthermore the prescribed curriculum at primary level does not fulfill the needs and expectations of the community. Therefore, pupils do not take interest in their education and they leave the school. The pupils were asked to indicate the classes they belong. The data is presented in Table 4.5

**Table 4.5: Representation of pupils per class**

<b>Class</b>	<b>Pupils</b>	<b>%</b>
Standard 4	49	16.3
Standard 5	54	18.0
Standard 6	60	20.0
Standard 7	71	23.7
Standard 8	66	22.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

Table 4.4 indicates that the representation of pupils per class was distributed fairly. Class 5 to 8 pupils had good information on school based factors

contributing to pupils' lack of participation in education in public primary schools in West Karachuonyo Division Rachuonyo North District.

#### 4.4.2 Pupils' response on class repetition

Pupils were to indicate incase they have repeated any class. Data captured was tabulated in Table 4.5 below.

**Table 4.5: Pupils' response on class repetition**

<b>Response</b>	<b>Pupils</b>	<b>%</b>
Yes	87	29.0
No	213	71.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

From Table 4.5, the results indicate that 71.0% of pupils reported that they had repeated classes. The data shows that among several school factors that influenced pupils' participation in school, repetition was one of them.

#### 4.4.3 Pupils' response on factors leading to repetition

Pupils were also supposed to indicate factors leading to repetition. Data captured was then tabulated in Table 4.6 below.

**Table 4.6: Pupils’ response on factors leading to repetition**

<b>Reasons for repeating</b>	<b>Pupils</b>	<b>%</b>
Poor performance	167	55.7
Lack of fees	81	27.0
Indiscipline	52	17.3
<b>Total</b>	<b>300</b>	<b>100.0</b>

The table shows that it is not only poor performance (55.7%) leading to repetition but also lack of fees and indiscipline among some pupils. The curriculum should not be narrow and rigid, that lacks diversity with limited choices and options, and does not cater for pupils’ interest.

#### **4.4.4 Teachers’ response on what happens to those pupils who fail to meet the required pass mark**

Teachers were to indicate on what happens to pupils who fail to meet the required pass mark to move to the next class. Data collected was then presented in Table 4.7

**Table 4.7: Teachers’ response on what happens to those pupils who fail to meet the required pass mark**

<b>What happens</b>	<b>Teachers</b>	<b>%</b>
Repeat	95	55.9
Promoted	46	27.1
Sent away from school	29	17.0
<b>Total</b>	<b>170</b>	<b>100.0</b>

Table 4.7 shows that a majority of the pupils (55.9%) who fail to meet the required pass mark repeat classes. The teachers and head teachers should look for the best way to attend to pupils’ needs at each class level.

#### **4.4.5 Teachers’ response to causes of pupils dropping out of school**

Basing on teacher-student relationship, teachers were to indicate major causes of pupils dropping out of school. Data collected was then presented in Table 4.8

**Table 4.8: Teachers' response to causes of pupils dropping out of school**

<b>Causes of pupils dropping out</b>	<b>Teachers</b>	<b>%</b>
Poor teaching methods	57	33.5
Conflicts with teachers	8	4.7
Teachers' uncaring behavior	31	18.2
Discrimination by teachers	21	12.4
Cruelty/punishment by teachers	33	19.4
Teachers negative comments	20	11.8
<b>Total</b>	<b>170</b>	<b>100.0</b>

From the table, it is clear that teachers' poor teaching methods (33.5%) could be a major cause of pupils dropping out of school. Other factors are Teachers' uncaring behavior, discrimination by teachers, cruelty by teachers and teachers' negative comments.



#### 4.4.6 Teachers' response to causes of drop out related to school physical environment

Teachers were also to indicate causes of drop out related to school physical environment and data recorded in Table 4.9

**Table 4.9: Teachers' response to causes of drop out related to school physical environment**

<b>Causes of pupils dropping out</b>	<b>Teachers</b>	<b>%</b>
Lack of facilities	67	39.4
Poor condition of infrastructure	4	2.4
Lack of resources	62	36.5
Administrative factors	30	17.6
Geographical factors	7	4.1
<b>Total</b>	<b>170</b>	<b>100.0</b>

Results from Table 4.9 show that lack of facilities (39.4%) and resources (36.5%) in the school majorly lead to drop out of pupils.

#### 4.4.7 Nature of the curriculum and its influence on decision to drop out

Basing on the nature of the school curriculum and its influence on decision to drop out, teachers were to state which of those items given greatly influence drop out in their school. Data obtained was then recorded in Table 4.10 below.

**Table 4.10: Nature of the school curriculum and its influence on decision to drop out**

<b>Nature of the school curriculum</b>	<b>Teachers</b>	<b>%</b>
Lack of diversity in the curriculum	52	30.6
Curriculum irrelevant to the world of work	46	27.1
Curriculum not catering for learner interests	47	27.6
Lack of pay off and upward mobility	5	2.9
Poor job opportunities after school	20	11.8
<b>Total</b>	<b>300</b>	<b>100.0</b>

Table 4.10 show that lack of pay off (2.9%) and upward mobility and poor job opportunities after school (11.8%) do not influence so much the drop out of pupils. What really influence the drop out is the curriculum not catering for

learner interests, curriculum irrelevant to the world of work and lack of diversity in the curriculum.

#### **4.4.8 Pupils’ response on who pays school fees**

To solicit for more information, pupils were to indicate who pays for their school fees. Data obtained was recorded in Table 4.11 below.

**Table 4.11: Pupils’ response on who pays school fees**

<b>Who pays school fees</b>	<b>Pupils</b>	<b>%</b>
Parent/guardian	147	49.0
Constituency Development Fund Committee	81	27.0
Sponsors	42	14.0
Well-wishers	30	10.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

The table shows that it is not only parents/guardians (49.0%) who pay school fees for pupils, but there are also some who are supported by the Constituency Development Fund Committee, sponsors and

well-wishers. The curriculum should diversify ways on how all pupils should have access to FPE and observe high retention and completion rates in public primary schools.

#### **4.4.9 Teachers’ reasons on what caused the difference in pupils’ number**

Teachers were supposed to indicate reasons that might have caused the difference in the number of pupils in the school. Data collected was tabulated in Table 4.12 below.

**Table 4.12: Teachers’ reasons on the difference in pupils’ number**

<b>Reasons</b>	<b>Teachers</b>	<b>%</b>
Transfer to other schools	79	46.5
Repetition	57	33.5
Drop out	34	20.0
<b>Total</b>	<b>170</b>	<b>100.0</b>

Results from data collected in Table 4.12 show that there is difference in number of pupils due to transfer from one school to another (46.5%). Other factors leading to the difference in number of pupils are repetition and drop out of some

pupils in public primary schools in West Karachuonyo Division Rachuonyo North District. These affect pupils' participation in education.

**4.4.10 Teachers' comparison on the drop out of pupils from school for the last three years**

Teachers' response on the drop out of pupils from school for the last three years would enable the researcher to establish how school curriculum affects pupils' participation in education. Data on the comparison was recorded in Table 4.13.

**Table 4.13: Teachers' comparison on the drop out of pupils from school for the last three years**

<b>Year</b>	<b>Teachers</b>	<b>%</b>
2014	151	88.8
2013	161	94.7
2012	168	98.8
<b>N=170</b>		

Table 4.13 shows that there is a difference in number of drop out of pupils from school for the last three years. Teachers in West Karachuonyo Division Rachuonyo North District predispose pupils to dropping out. On the other hand, the data indicates that the curriculum is lacking educational programmes to meet the vocational and intellectual needs of the pupils, hence ultimately leading to dropout. This means there is a problem in pupils' participation in education.

**4.4.11 Pupils’ level of agreement on the contribution of head teacher's behaviours to absenteeism of the pupils in school**

Pupils’ were to indicate their level of agreement on the contribution of the given head teacher's behaviours to absenteeism of pupils in school. Data captured was tabulated in Table 4.14 below.

**Table 4.14: Pupils’ level of agreement on the contribution of head teacher's behaviours to absenteeism of the pupils in school**

Headteacher’s behaviours	Pupils’		Agreement							
	SA	%	A	%	MA	%	D	%	SD	%
Relationship with pupils	165	55.0	135	45.0	-	-	-	-	-	-
Absenteeism in school	200	66.7	100	33.3	-	-	-	-	-	-
Being a bad role model	300	100.0	-	-	-	-	-	-	-	-
Cunning	250	83.3	50	16.7	-	-	-	-	-	-
Punishment	113	37.7	115	38.3	20	6.7	32	10.6	20	6.7
Forced repetition	276	92.0	24	8.0	-	-	-	-	-	-
Not attending lessons	300	100.0	-	-	-	-	-	-	-	-

Results from Table 4.14 clearly indicate that head teacher’s behavior can affect the school curriculum which can lead to lack of pupils’ participation in school programmes. Pupils’ response is inclined so much on SA meaning that head teachers can frequently make pupils to absent from school. Head teachers must uphold professionalism and remain role models in school.

#### **4.4.12 Pupils’ level of agreement on the contribution of teachers’ behaviours to absenteeism of pupils in school**

Pupils were supposed also indicate their level of agreement on the contribution of teacher's behaviors to absenteeism of pupils in school. Data obtained was then tabulated in Table 4.15.

**Table 4.15: Pupils’ level of agreement on the contribution of teachers’ behaviours to absenteeism of the pupils in school**

Teacher’s behaviours	Pupils’		Agreement							
	SA	%	A	%	MA	%	D	%	SD	%
Relationship with pupils	186	62.0	114	38.0	-	-	-	-	-	-
Absenteeism in school	209	69.7	91	30.3	-	-	-	-	-	-
Being a bad role model	300	100.0	-	-	-	-	-	-	-	-
Poor teaching methods	210	70.0	90	30.0	-	-	-	-	-	-
Punishment	113	37.7	115	38.3	20	6.7	52	17.3	-	-
Forced repetition	276	92.0	24	8.0	-	-	-	-	-	-
Not attending lessons	300	100.0	-	-	-	-	-	-	-	-

Results from Table 4.15 clearly indicate that teacher's behavior can also affect the school curriculum which can lead to lack of pupils' participation in school programmes. Pupils' response is inclined so much on SA meaning that teachers can frequently make pupils to absent from school. Teachers, just like their head teachers, must uphold professionalism and remain role models to pupils in school.

#### **4.5 The influence of guidance and counseling on pupils' participation in public primary school education**

Teachers were to indicate some of the factors that made pupils drop out of school. Guidance and counseling is a major factor that influences pupils' dropout in schools. Failure of pupils to find positive social relationships in schools leads to dropout. The study was to assess the peer pressure factors related to guiding and counseling.

##### **4.5.1 Pupils' response on indiscipline behaviours in school**

Pupils were to indicate how frequent the indiscipline behaviors like bullying, negative peer influence and drug abuse occur among pupils in school and data recorded in Table 4.16.



**Table 4.16: Pupils’ response on indiscipline behaviours in school**

Indiscipline behaviours	Pupils’		Agreement							
	VF	%	F	%	ST	%	R	%	N	%
Bullying	165	55.0	135	45.0	-	-	-	-	-	-
Negative peer influence	200	66.7	100	33.3	-	-	-	-	-	-
Drug abuse	300	100.0	-	-	-	-	-	-	-	-

Results from Table 4.16 show that all indiscipline factors are rated to be frequently influencing drop out of pupils in schools.

#### **4.5.2 Teachers’ response to guidance and counseling related factors influencing pupils’ participation in education**

Teachers were to indicate some of the factors that made pupils drop out of school.

Data obtained was tabulated in Table 4.17 below

**Table 4.17: Teachers’ response to guidance and counseling related factors influencing pupils’ participation in education**

<b>Factors</b>	<b>Teachers</b>	<b>%</b>
Mistreatment by teachers	15	8.8
Family attitude and beliefs	14	8.2
Pregnancy for girls	28	16.5
Harassment by colleagues	11	6.5
Indiscipline cases	54	31.8
Discriminated at home and school	0	0.0
Pupils’ negative attitude towards class work	48	28.2
<b>Total</b>	<b>170</b>	<b>100.0</b>

The results from Table 4.17 show that there were some factors as a result of peer pressure contributing to pupils’ dropout. Majorly cited factors were indiscipline cases, indicated by 31.8% and pupils’ negative attitude towards class work (28.2%). These effects stated were found to have a significant role to pupils’ dropout. Guidance and counseling is a major factor that influences pupils’ dropout in schools. Failure of pupils to find positive social relationships in schools leads to dropout.

#### 4.6 Influence of instructional materials on pupils participation

When children come to school they have their own imaginations and expectations about school. At the very least, they expect to get a desk to sit on (Nkinyangi, 1982) and other materials in a classroom. It is therefore at this level that the research sought to collect data on the influence of instructional materials on pupils' participation in primary school education in West Karachuonyo Division Rachuonyo North District.

**Table 4.18: Head teachers' response on text book pupil ratio**

<b>Ratio</b>	<b>Head teachers</b>	<b>%</b>
1:2	5	13.9
1:3	6	16.7
1:4	12	33.3
1:5	13	36.1
<b>Total</b>	<b>36</b>	<b>100.0</b>

Head teachers were to indicate the text book pupil ratio is poor. Many pupils share one text book. This makes the pupils not able to participate fully in education.

#### 4.7 Influence of physical facilities on pupils' participation

Having looked at the influence of instructional materials on pupils' participation, it was also necessary for the study to look at the influence of physical facilities on pupils' participation. According to Waka (1980), it could be a shock to these little

ones when they come to school and find their teacher writing on a blackboard supported by stones against the tree trunk. The initial shock is made worse by the experience of bad weather-during the rainy season, within a short-time, school is no longer interesting and many children dropout (Waka, 1980). Data was collected and then tabulated in Table 4.19.

**Table 4.19: Head teachers' responses on the average desk pupil ratio**

<b>Ratio</b>	<b>Head teachers</b>	<b>%</b>
<b>1:2</b>	<b>1</b>	<b>2.8</b>
<b>1:3</b>	<b>5</b>	<b>13.9</b>
<b>1:4</b>	<b>16</b>	<b>44.4</b>
<b>1:5</b>	<b>14</b>	<b>38.9</b>
<b>Total</b>	<b>36</b>	<b>100.0</b>

Results show that the average desk pupil ratio is not pleasing and this could be a contributing factor to many children not participating in education. Globally, completion of primary school is usually pegged on the number of available spaces and physical facilities in schools. This data is in line with the most recent data showing that, in one-third of SSA countries, approximately 50% of all children do not complete primary education. Orodho (2005) says that physical facilities are quite crucial to students' learning. FPE has stretched facilities to the limit, classrooms are congested, desks are inadequate and so are textbooks. In most cases, books, charts, maps and other teaching /learning materials are not adequate. This affects the quality of learning and at the same time discourages learning.

#### 4.8 Respondent's suggested possible measures to enable pupils' participation

Another issue that the study sought to identify was about the suggested possible measures to curb lack of pupils' participation in public primary schools in West Karachuonyo Division Rachuonyo North District. The teachers, head teachers and pupils were asked on how to curb lack of participation and the findings were as shown in Table 4.20.

**Table 4.20: Head teachers', teachers' and pupils' suggestions on possible measures to enable pupils' participation**

<b>Suggestions</b>	<b>HTs</b>	<b>%</b>	<b>Teachers</b>	<b>%</b>	<b>Pupils</b>	<b>%</b>
Offering guiding and counseling	9	25.0	122	71.8	48	16.0
Starting feeding programmes in school	5	13.8	5	2.9	47	15.6
Offering assistance to needy pupils	7	19.4	9	5.3	83	27.7
Sensitizing parents on the need to educate all children	6	16.7	11	6.5	31	10.3
Employment of qualified teachers by TSC	5	13.8	11	6.5	48	16.0
Implementation of government policy on Education for All in school	4	11.3	12	7.0	43	14.4
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>

From Table 4.20, the results indicate that head teachers (19.4%), teachers (5.3%) and pupils (27.7%) agreed that there was need of offering assistance to needy pupils if dropout has to be curbed. Solutions to curb lack of participation from school could enable education planners allocate resources to students enabling

them complete school. Also, finding solutions calls for support from all stakeholders involved, hence curbing drop out.

#### **4.9 Summary of the chapter**

The chapter was out to establish whether the variables under study would show the school based factors influencing pupils' participation in public primary schools education in West Karachuonyo Division Rachuonyo North District. Data analysis established that some pupils in primary schools in West Karachuonyo Division Rachuonyo North District do not complete school due to lack of assistance, lack of guiding and counseling, and peer pressure. The study, however, showed that there were other factors leading to lack of participation. It also established that teachers, head teachers and pupils suggested sensitizing parents on the need for educating all children and providing feeding programmes to needy pupils in schools in hardship places.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter provides the summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the school based factors influencing pupils' participation in public primary schools education in West Karachuonyo Division Rachuonyo North District. Five research objectives were formulated to guide the study. Research objective one sought to determine the influence of instructional materials on pupils' participation in public primary schools. Research objective two sought to assess the effects of teacher qualifications on pupils' participation in public primary schools. Research objective three aimed at examining how school curriculum effects pupils' participation in public primary school. Research objective four sought to establish the influence of guidance and counseling on pupils' participation in public primary school while research objective five aimed at establishing the influence of physical facilities on pupils' participation in public primary schools in West Karachuonyo Division. Besides, the study also came up with head teachers', teachers' and pupils' suggestions on possible measures to enable pupils' participation in public primary school education in West Karachuonyo Division. The study used descriptive survey

design. The sample comprised of 196 teachers, 370 students and 36 head teachers. Data were gathered by use of questionnaires. Data were analysed by use of qualitative and quantitative techniques.

### **5.3 Summary of the findings**

The following is a summary of the findings that was arrived at after the analysis of data basing on research objectives.

#### **Effects of teacher qualifications on pupils' participation in public primary school**

Findings indicated that head teachers (44.4%) and teachers (40.0%) had taught for 16 and above years since they left college. It was an indicator that they at least had an experience in the field of teaching and could easily identify indicators to pupils' dropping out and finding remedies quickly. However, there is need for some head teachers to attend in-service courses, seminars or workshops that sensitize on boy/girl child school attendance in West Karachuonyo Division Rachuonyo North District. Findings from Table 4.4 show that availability of qualified teachers, through in-service courses, seminars or workshops, determines the participation of pupils in schools.



### **How school curriculum affects pupils' participation**

From Table 4.5, the results indicate that 71.0% of pupils reported that they had repeated classes. The data shows that among several school factors that influenced pupils' participation in school, repetition was one of them. Basing on factors leading to repetition, findings in Table 4.6 show that it is not only poor performance leading to repetition but also lack of fees and indiscipline among some pupils. A majority of the pupils (55.9%) who fail to meet the required pass mark repeat classes. Basing on major causes of pupils dropping out of school, teachers' poor teaching methods was rated high compared to other factors like teachers' uncaring behavior, discrimination by teachers, cruelty by teachers and teachers' negative comments. Besides, lack of facilities and resources in the school majorly lead to drop out of pupils. Head teachers' and teachers' behavior affect the school curriculum which leads to lack of pupils' participation in school programmes.

### **The influence of guidance and counseling on pupils' participation in public primary school education**

The results from Table 4.17 show that there were some factors as a result of peer pressure contributing to pupils' dropout. Majorly cited factors were indiscipline cases, indicated by 31.8% and pupils' negative attitude towards class work (28.2%). Failure of pupils to find positive social relationships in schools leads to dropout.

### **Influence of instructional materials on pupils participation**

Findings on the influence of instructional materials on pupils' participation in primary school education in West Karachuonyo Division Rachuonyo North District show that the text book pupil ratio is poor.

### **Influence of physical facilities on pupils' participation**

Results show that the average desk pupil ratio is not pleasing and this could be a contributing factor to many children not participating in education. This data is in line with the most recent data showing that, in one-third of SSA countries, approximately 50% of all children do not complete primary education. Findings show that physical facilities are quite crucial to pupils' learning.

### **Respondent's suggested possible measures to enable pupils' participation**

From Table 4.20, the results indicate that head teachers, teachers and pupils agreed that there was need of offering assistance to needy pupils if dropout has to be curbed. Solutions to curb lack of participation from school could enable education planners allocate resources to students enabling them complete school. Also, finding solutions calls for support from all stakeholders involved, hence curbing drop out.

## **5.4 Conclusions of the study**

Based on the findings, it was concluded that:

- i. Findings on the influence of instructional materials on pupils' participation in primary school education in West Karachuonyo Division Rachuonyo North District show that the text book pupil ratio is poor. Many pupils share one text book. This makes the pupils not able to participate fully in education.
- ii. Head teachers' and teachers' provision of guidance and counseling to pupils would enable them complete the eight years in primary school. Through guiding and counseling also most girls would achieve their dreams in life by avoiding early pregnancy.
- iii. Poor performance of the school, repeating of classes, absenteeism, lack of school fees, transfer to other schools and inadequate learning facilities could lead to dropout.

## **5.5 Recommendations of the study**

The study recommended the following:

- i. Parents to offer full support to their children and also to work hand in hand with teachers to curb issues of absenteeism and enable pupils complete school.

- ii. Public primary schools to be equipped with adequate teaching and learning resources to enable pupils complete school.
- iii. The government initiative in decentralizing FPE should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access to primary education and transition to secondary schools.

#### **5.4 Suggestions for further research**

The following are the suggested areas for further research:

- i. The role Ministry of Education and other collaborating partners to curb dropout in public primary schools in Kenya. This could enable in identifying more ways of funding pupils to complete primary school and join secondary.
- ii. The relationship between educational level of the parents and the level of educational attainment of the children.

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## **APPENDICES**

### **Appendix I: Letter of Introduction**

University of Nairobi,  
Department of Educational Administration and Planning,  
P.O. Box 30197-00100, Nairobi.  
Dear Sir/Madam

#### **RE: RESEARCH**

I am a Master of Education student from the University of Nairobi, Department of Educational Administration and Planning. I am conducting a research on the 'SCHOOL BASED FACTORS INFLUENCING PUPILS PARTICIPATION IN PUBLIC PRIMARY SCHOOL EDUCATION IN WEST KARACHUONYO DIVISION'.

This research is in part of my academic work and you are kindly requested to take part in the filling in of the questionnaires. Confidentiality of respondents is highly respected.

Your assistance will be highly appreciated.

Yours faithfully,

Duncan S. Ramogi

## Appendix II: Questionnaire for Teachers

The purpose of this questionnaire is to collect data on participation of pupils in public primary school education. Your school has been sampled to take part in the survey.

### Introduction

- a. Please do not write your name on the questionnaire.
- b. The information you will give will be treated with confidentiality.
- c. Indicate your choice by a tick (✓).
- d. Kindly answer all the questions.

### SECTIONS A: Background Information

1. What is your gender? Male ( ) Female ( )
2. How long have you taught since you left college/University? (in years)  
(a) 1-5 ( )    b) 6-10 ( )    c) 11-15 ( )    d) 16 and above ( )
3. For how long have you taught in this school? (in years)  
(a) 1-5 ( )    b) 6-10 ( )    c) 11-15 ( )    d) 16 ( )
4. For how long have you performed the duties of a class teacher?.....years.

### SECTION B: Issue related to pupils drop out from public primary school.

5. How many pupils were admitted in your school in Std one? \_\_\_\_\_
6. How many of the original number of pupils admitted in Std one are currently in Std 8? \_\_\_\_\_
7. If the number of pupils is less, what caused the difference?(Tick (✓) appropriate reason)  
a) Transfer to other schools ( )  
b) Repetition ( )

c) Drop out ( )

d) Others specify \_\_\_\_\_

8. How do you compare the drop out of pupils from your school for the last three years?

Year	Number
2014	
2013	
2012	

9. What are some of the factors that made pupils drop out of school? ( you can tick more than one factor)

Poverty ( )

Poor academic performance ( )

Early marriage ( )

Financial constraints ( )

Lack of parental interest ( )

Parent's death ( )

Taking on parenting jobs and responsibilities ( )

Mistreatment by teachers ( )

Pupil's attitude towards teachers ( )

Harassment by colleagues ( )

Any other specify \_\_\_\_\_

10. What happens to those pupils who fail to meet the required pass mark to move to the next class? Repeat ( ) Promoted ( ) Sent away from school ( )

11. Basing on teacher-student relationship, which of the following could be major causes of pupils dropping out of school?

Poor teaching methods ( )

Conflicts with teachers ( )

Teachers' uncaring behavior ( )

- Discrimination by teachers ( )
- Cruelty/punishment by teachers ( )
- Teachers negative comments ( )

12. Basing on the nature of the school curriculum and its influence on decision to drop out, which of the following greatly influences drop out in your school?

- Lack of diversity in the curriculum ( )
- Curriculum irrelevant to the world of work ( )
  - Curriculum not catering for learner interests ( )
  - Lack of pay off and upward mobility ( )
  - Poor job opportunities after school ( )

13. With regard to the school physical environment, which of the following are the main causes of drop out in your school?

- Lack of facilities ( )
- Poor condition of infrastructure ( )
- Lack of resources ( )
- Geographical factors ( )
- Administrative factors ( )

14. What are the possible remedies that can be taken to ensure that pupils do not discontinue schooling?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

***Thank you for your participation***

### Appendix III: Questionnaire for Pupils

The information in this questionnaire is for research purpose only. It will be treated confidentially. Do not write your name on the questionnaire. Please respond to each question by ticking or filling the spaces provided.

#### Section A: Background information

1. Please indicate your gender. Male ( ) Female ( )
2. In which class are you in?  
\_\_\_\_\_
3. Have you ever repeated any class? Yes ( ) No ( )
4. If yes, why? (Please tick all that applies)
- i) Poor performance ( ) ii) Lack of fees ( ) iii) Indiscipline ( )  
iv)  
Others \_\_\_\_\_

#### Section B: School based factors

5. Who pays your school fees?
- Parent/guardian ( )
- Constituency Development Fund Committee ( )
- Sponsor ( )
- Well-wishers ( )
- Other (specify).....
6. Are there class repetitions in your school? Yes ( ) No ( )
7. If YES, which among the following do you consider the causes of repetition?  
(i) Fees ( ) ii) Poor performance ( ) iii) Age ( ) (iv) Any other  
\_\_\_\_\_  
\_\_\_\_\_
8. Please indicate how frequent the following behaviors occur among pupil in your school

<b>Behaviors</b>	<b>Very frequent</b>	<b>Frequent</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Bullying					
Negative peer influence					
Drug abuse					

9. Please indicate your level of agreement on the contribution of the following head teacher's behaviours to absenteeism of the pupils in your school.

<b>Headteacher's Behaviours</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Moderately agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Relationship with pupils					
Absenteeism in school					
being a bad role model					
Canning					
Punishment					
Forced repetition					
Not attending lessons					

10. Please indicate your level of agreement on the contribution of the following teacher's behaviors to absenteeism of the pupils in your school.

Behaviors	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
Poor Relationship with pupils					
Lack of respect by pupils					
Not being a good role model					
Canning /punishment					
Poor teaching methods					
Not attending his /her lessons					
Any other					

11. Do you think your peers' affects your being in school? Yes ( ) No ( )

12. Do pupils go for counseling sessions? Yes ( ) No ( )

13. If no why? Give reasons:

i) Fear ( )

ii) Lack of confidence with teachers ( )

iii) Lack of special room ( )

iv) Other reasons

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14. In your own opinion what measures should be put in place to increase enrollment and completion in class eight

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***Thank you for your participation***

## Appendix IV: Interview Schedule for Head Teachers

### Section A

1. What is your highest professional qualification?-

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2. How long have you been a teacher?

---

### Section B

3. Have you attended any in-service course, seminar workshop that sensitizes on boy/girl child school attendance?

---

4. If yes, which course or seminar have you attended?

---

5. How many teachers are there in your staff?

---

6. Do teachers contribute to pupils dropping out of school?

---

7. What is the enrolment per class?

Std 1: Boys-----Girls----- Std 2: Boys-----Girls-----

Std 3: Boys-----Girls----- Std 4: Boys----- Girls-----

Std 5: Boys-----Girls----- Std 6: Boys----- Girls-----

Std 7: Boys----- Girls----- Std 8: Boys----- Girls-----

8. If the answer to question 4 is yes. Explain

---

---

9. Are there some pupils who have dropped out before completing standard eight in your school?

Yes ( ) No ( )

10. If YES, what are the causes of dropouts in your school?

Poverty ( )

Poor academic performance ( )



- Early marriage
- Financial constraints
- Lack of parental interest
- Parent's death
- Taking on parenting jobs and responsibilities

11. Basing on teacher-student relationship, which of the following could be major causes of pupils dropping out of school?

- Poor teaching methods
- Conflicts with teachers
- Teachers' uncaring behavior
- Discrimination by teachers
- Cruelty/punishment by teachers
- Teachers negative comments

12. Basing on the nature of the school curriculum and its influence on decision to drop out, which of the following greatly influences drop out in your school?

- Lack of diversity in the curriculum
- Curriculum irrelevant to the world of work
- Curriculum not catering for learner interests
- Lack of pay off and upward mobility
- Poor job opportunities after school

13. With regard to the school physical environment, which of the following are the main causes of drop out in your school?

- Lack of facilities
- Poor condition of infrastructure
- Lack of resources
- Geographical factors

Administrative factors

( )

14. What is the contribution of the following behaviors of teachers on participation of in your school?

i. Application of school rules

---

ii. Guidance/counseling skills

---

iii. Being a good role model

---

iv. Disciplinary skills

---

v. Motivation skills

---

vi. Implementation of education policies

---

vii. Professional preparation

---

viii. Efficient teaching skills

15. What can you do in your opinion as a head teacher to promote completion rates in your school?

---

16. Is it appropriate to allow pupils who drop out of school back in school?

Yes ( )      NO ( )

If Yes, give reasons:

---

---

---

17. What factors influence absenteeism of the gender chosen in question above?

---

18. In your own opinion what measures should be put in place in the school environment in order to improve retention of the pupils in school?

---

*Thank you for your participation*

## Appendix V: Authorization letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/72411/8821**

Date:

**25<sup>th</sup> November, 2015**

Duncan Stephen Ramogi  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing pupils participation in public primary school education in West Karachuonyo Division Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for a period ending **25<sup>th</sup> November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Homa Bay County.

The County Director of Education  
Homa Bay County.



## Appendix VI: Research Permit

