

**SCHOOL BASED FACTORS INFLUENCING LEARNERS'
COMPLETION IN PUBLIC PRIMARY SCHOOLS IN NDHIWA
DISTRICT, HOMA BAY COUNTY, KENYA**

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the Award of the Degree of Master of Education in Educational
Administration**

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DECLARATION

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

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DEDICATION

I dedicate my work to my beloved wife Beatrice Tonado and my children Flavian Diana, Rian Owino, Charles Darwin, Karl Max and George Henry.

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ABSTRACT

Education is widely recognized as the key to National Development in that an increase to accessibility, retention and completion of quality education is a necessity to socio-economic growth and productivity as well as high quality life. The study sought to investigate factors influencing learners' completion in public primary schools in Ndhiwa district, Homa-bay County. The specific objectives include to examine the extent to which physical facilities, teaching-learning resources, teachers' qualification and teacher pupil ratio influence learners' completion in public primary schools. Descriptive survey design was adopted and a stratified random sampling technique was used for the study since the population was made up of different homogeneous categories. A sample of 32 schools (30%), 32 head teachers and 166 teachers (10%) were selected to participate in the study selected from a target population of 157 public primary schools with a total population of 64929 pupils (29,271 boys and 33,784 girls) and 1,666 teachers (733 males and 433 females) (DEOs office, Ndhiwa district 2016). The research instruments used were questionnaires for head teachers and teachers and focused group discussion guides for pupils. Quantitative data were analyzed using descriptive statistics such as frequency and percentage and inferential statistics such as chi-square to measure the influence of an independent variable on the dependent variable. Qualitative data was analyzed using content analysis by summarizing main themes from the focus group discussion. From the findings of the study, it was established that physical facilities like classrooms, library and playgrounds, teacher-learning resources such as text books, computers as well as teachers' qualification and teacher-pupil ratio influence learners' completion in public primary schools in Ndhiwa district. Also, it was established that teaching and learning resources were not adequate. The main conclusion was that physical facilities, teaching-learning resources, teachers' qualification and teachers' pupil ratio play a great role in influencing the choice of schools by teachers during recruitment and transfers. The study recommends that schools, planners and administrators should equip the schools with adequate physical facilities so as to improve the learners' completion. Instructional materials and equipment should be improved and made available to the schools and learning materials easily accessed by pupils so as to facilitate the learning, and consequently learners' completion. Finally, the future research needs to address causes of the differences in class size in the schools and its relationship to completion.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education For All
FPE	Free Primary Education
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for science, Technology and Innovation
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education fund
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

According to Money (2010), the term learning completion is defined as the purposeful sequential process of accomplishing a given course of study. Education is widely recognized as the key to National Development in that an increase in accessibility, retention and completion of quality education is a necessity to socio-economic growth and productivity as well as high quality life (World Bank, 2001; UDP, 2003). However, in the recent past, academic economists and international development agencies have cried foul on the Kenya's quality of education which is viewed as examination oriented and that learner completion squarely depends on their academic achievements (Maiyo, 2009). From this perspective, it is believed that learners who are not academically endowed have no room for smooth completion as they are made to repeat classes on several occasions.

One of the Millenniums Development Goals (MDGs) was that all children in developing countries were have quality primary education as confirmed by Todaro (1997) that success of any nation wholly depends on the quality of education offered to her citizens. According to Ngugi (2007), the assumption by the government that there is a smooth completion of learners in public primary as

a result of free primary education is null and void as most learners are kept staggering as a result of repetition or school drop-out.

Republic of Kenya (2007) asserts that the Ministry of Education (MoE) is deeply concerned with the poor completion of learners in public primary schools while Republic of Kenya (2005) states that the government is committed to ensure equity in terms of access and completion of primary education since this is the most fundamental principle of the Education For All agenda (EFA). UNESCO (2008) report noted that quality education should be provided to all children irrespective of their background if MDGs are to be realized.

According to Action for Children (2005), education is recognized as a basic human right. Despite all these, Hyda (1989) exclaimed that even though we preach access and completion of primary education, in the case of Sub-Saharan Africa poverty arising from marginalization has not made this possible. UNESCO (2008) noted that 90 million children in the world had no basic education from 2005 to 2006. Akyeapong (2009) on his study on access, retention and completion of education in primary schools in Ghana revealed that despite increased enrollment, children from poor households continue to be under-represented in all the cases. He clarified that it is not only direct costs of education that hinder access, retention and completion of basic education, but there are other factors that need investigation. UNESCO (2007) and UNICEF

(2008) reports maintained that to provide quality education for all as to meet Sustainable Development Goals (SDGs), the right to access quality education is a necessity.

In this era of globalization and revolution, education has been considered as a basic human want for all sorts of developments including human capital, individual wellbeing, and for better living opportunities (Battle & Lewis, 2002). It is for this reason that the Kenyan Government gave it first priority right from independence by giving it a lion's share in the national budget. At independence, the Kenyan Government vowed to fight and eliminate poverty, ignorance and diseases as her first agenda (Republic of Kenya, 1964). All these were only possible through an all-inclusive education structure. On the same note, the launching of EFA in 1990 was to ascertain that all school going children were to receive free and compulsory basic education by 2015 as stipulated in the Children's Act 2002 and Article 28 of the UN Convention. This consequently led to the launch of Free Primary Education (FPE) programme in 2003.

The launch of FPE was not only meant to see school age pupils enroll in primary schools but also to complete the full course of primary education. Because of drastic enrolment, classrooms became overcrowded and the quality of education declined. According to APHRC (2013), despite free primary education in public primary schools, majority of children (60%) are enrolled in private primary

schools as a result of poor quality education in public primary schools which leads to low completion. According to the Ministry of Education (2010), the National Level of Completion had declined from (83%) in 1999 to (75%) in 2010 suggesting that like its predecessors, the current FPE may not be viable as expected.

Comparing developing and developed countries, Attewell (2001) argued that access to education for all children is far from being achieved in low-income countries where the affluent seek opportunities in privileged schools to give advantage to their children in academic performance, while in developed countries; students' admissions take a segregation approach. The opportunity to experience quality education in public secondary school in Kenya is a central to ensuring that a child's opportunity to pursue education at the university is assured (Illeris, 2002).

Bosire (2006) states that although the number of pupils both public primary school rises in every year, a good number of them have been unable to complete secondary education due to distance, facilities in school, time management, child labour unsupportive environment, lack of guidance and counseling poor performance poverty as common factors that affect completion rate among students in day secondary schools in Kenya. Universal primary education may not be realized without understanding and addressing wastage in the primary

education system due to repetition and dropout. UNESCO (2005) indicate that repeat grades are more likely to drop out of school than non-repeat ones as stated by UNICEF (2000) that 1% repetition rate an average lead to 1.3% increase in drop-out rate thus low completion. UNESCO (2005) states that to improve retention and completion, it is important to address high grade repetition as well as policy measures behind poor attendance, quality and relevance of curriculum and to provide sufficient support for teachers. Similarly, it is vital to address individual learners' needs especially the slow learners who are at risk of dropping before completing primary education.

Latham (2008) established that repetition rates were higher in public primary schools than private ones and he concludes that low quality of education in public primary schools leads to low outcomes, grade repetition, and school drop-out. In their study of the effects of primary school quality on school dropout among Kenyan girls and boys, Lloyd, Mensch and Clark (2000) noted that much of research on school quality had traditionally been related to academic achievement. An in-depth study was also done by (Pichi, 2012) in Migori district on school based factors that influence completion of primary education by girls. Studies laid more emphasis on household and socio-economic factors. They suggested that there was need to identify school based factors that encourage retention of girls in primary school. In 2003, the Government of Kenya introduced free primary education to ensure that all children have access to

primary education. This move has further been anchored on the county's Constitution (2010) and other legislations like the Children Act (2001) and the Basic Education Act (2013) which have affirmed.

Basic education is a right of the child. Education has been recognized as the basis to national development. As a result, most governments have put on more pressure into this sector to promote accessibility, retention and completion through the introduction of FPE in 2003. In terms of the children completing primary education by sitting for KCPE, the national ratio of learners has been improving from 47.24% in 2008 to 48.81% in 2012 (KNEC,2013). However, Ndhiwa district has lagged behind in terms of pupils completing primary education despite the government's commitment- only 42.8 percent of the pupils who completed primary education in 2012 were girls.

Table 1.1 Statistical data on learners' completion in Ndhiwa District

GRADE		2009	2010	2011	2012	2013	2014	2015
YEAR								
1	B	4392	4196	4240	4232	4173	4026	4189
	G	3696	4005	3860	3860	3872	3799	3585
2	B	4200	4272	4243	4160	4192	4180	4134
	G	4001	3701	4097	3894	3877	3708	3938
3	B	4196	4361	4284	4130	4131	4082	4087
	G	3902	4172	3680	4172	3830	4105	4072
4	B	4072	4281	4332	4192	4158	3981	4121
	G	3786	4019	4168	3653	3969	3976	4046
5	B	3880	4171	4150	4066	4201	3986	4222
	G	3887	3780	3998	4181	3659	3793	3827
6	B	3861	3825	3997	3877	3642	3820	3862
	G	3762	3846	3742	3884	4232	3341	3694
7	B	3633	3891	3779	3878	3729	3389	3705
	G	3535	3773	3890	3771	3796	4297	3454
8	B	3762	3522	3869	3750	3745	3616	2031
	G	3613	3604	3778	3847	3696	3652	2793

Source: Ndhiwa DEOs office

The district is therefore far from meeting EFA and Sustainable Development Goals of ensuring learners complete primary education. This situation seems to persist even as the government continues providing free primary education in

public primary schools. Despite all these efforts, it seems that most learners who enroll in standard one do not survive to standard eight in Ndhiwa district. The study, therefore, seeks to investigate the relationship that exists between school-based factors and learners completion in Ndhiwa district, Homa-bay County, Kenya. In general, the study summarized that poor completion might be as a result of major factors in developing countries. According to Ndhiwa Sub-County Education Office, despite all these efforts, it seems that most learners who enroll in standard one do not survive to standard eight in Ndhiwa district as shown in Table 1.1. The trend of completion portrays a downward trend in the classes towards class 5 up to class 8.

1.2 Statement of the problem

Despite the increased campaigns and formulation of policies to encourage pupils' enrollment in public primary schools, still the overall learning process of pupils and the completion of education among primary school pupils is not that great. However, the government has continued to invest heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Sustainable Development Goals and Kenya Vision 2030 (Republic of Kenya, 2007). However, despite all these efforts by the government, there are still loopholes in the completion rate of pupils and especially in the public primary schools. This brings about to the question on what exactly may be the internal issues which affect the completion rate of pupils in

public primary schools. Based on the literature reviewed, there are indeed quite a number of studies (Lofthouse (1991); Charles (2009); Michubu, 2005), which have been carried out on the completion of pupils in public primary schools establishing different factors.

Moreover, most of these studies have been wide in scope in that they were carried out in other countries besides Kenya. However, for those carried out in Kenya, none has been able to look into the exact situations in Ndhiwa District, Homabay County. This study, therefore, is meant to investigate school based factors influencing learners' completion in public primary schools.

1.3 Purpose of the study

The purpose of the study was to investigate school based factors influencing learners' completion in public primary schools in Ndhiwa district, Homa-bay County.

1.4 Objectives of the study

The objectives of the study included the following:

- i. To examine the extent to which physical facilities influence learners' completion in public primary schools in Ndhiwa district.
- ii. To determine the influence of teaching- learning resources on learners' completion in public primary schools in Ndhiwa district.

- iii. To establish the extent to which teachers' qualifications influence learners' completion in public primary schools in Ndhiwa district.
- iv. To assess the extent to which teacher-pupil ratio influence learners' completion in public primary schools in Ndhiwa district.

1.5 Research questions

The following were the research questions:

- i. To what extent do physical facilities influence learners' completion in public primary schools in Ndhiwa district?
- ii. To what extent does the teaching learning resource influence learners' completion in public primary schools in Ndhiwa district?
- iii. To what extent does the teacher's qualification influence learners' completion in public primary schools in Ndhiwa district?
- iv. To what extent does teacher-pupil ratio influence learners' completion in public primary schools in Ndhiwa district?

1.6 Significance of the study

The study was meant to provide an insight to the educational stakeholders on school based factors influencing learners' completion in public primary schools in Ndhiwa district, Homa-bay County. Apart from filling the gap that has been left by other researchers, it may lay a strong foundation for scholars and academicians who would wish to conduct similar research in future. Lastly, it suggests possible

solutions based on school based factors influencing learners' completion in the district.

1.7 Limitations of the study

The limitation of this study was that most schools were not accessible especially during rainy seasons, where to overcome the challenge the researcher selected accessible schools which were representative of the rest. Similarly, some administrators and respondents were not willing to disclose some information on pupils' completion arguing it was personal information which they were not willing to share with the researcher. The researcher had to convince them that the provided information will be treated with utmost trust and confidentiality and that the given information was only meant for the study and nothing else.

1.8 Delimitation of the study

Though the study was conducted in Ndhiwa district, it was only confined to public primary schools excluding private primary schools in the region because learning environment and mode of management in both cases vary greatly. Teachers and learners were the key respondents since they are directly involved in the teaching and learning process. Otherwise, parents, sponsors, AEOs, NGOs, local partners, provincial administrations and governmental organizations were not involved in the study

1.9 Basic assumptions of the study

The study was based on the following assumptions:

1. That all the participants would cooperate with the researcher and the research assistants with the aim of giving their views with regard to school based factors influencing learners' completion in public primary schools.
2. That the respondents would provide true and valid information concerning: influence of physical facilities in learners' completion, teaching-learning resources on learners' completion, teacher's qualification and influence of teacher-pupils ratio on learners' completion in public primary schools in Ndhiwa district
3. The information provided by the respondents would form the basic feedback that will help the researcher to give answers to the research questions sought.

1.10 Definition of significant terms

The following were the significant terms that were used in this study:

Completion refers to the purposeful sequential process of accomplishing a given course of study.

Drop out refers to the difference between the number of learners who are enrolled in std1 and those who do not successfully accomplish the course of study; primary education is accomplished by sitting for the KCPE.

Free primary education refers to provision of subsidized primary education by the government of Kenya off-loading parents from financial burden of paying school levies.

Physical facilities: refers to structures installed or made to aid in securing or accessing other facilities in the school.

Teacher-pupil ratio refers the number of pupils who attend a school divided by the number of teachers in the school.

Teaching learning resource refers are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula.

Teachers qualifications refers to level of skills and expertise possessed by the teachers in course of their education and experience.

School based factors refers to issues that emanate within or out of the school premise that influences the learner, peers teachers and any other pressure in the school community.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consisted of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and delimitation of the study, basic assumptions of the study and lastly organization of the study. Chapter two dealt with literature review which included physical

facilities, teaching and learning resources, teachers' qualification, teacher pupil ratio and administrative experience. Chapter three on the other hand comprised of research methodology which was subdivided into the following sub-sections; research design, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four consisted of data analysis, interpretation and discussions of findings while chapter five included summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter looked at detailed literature related to school based factors influencing learners' completion in public primary schools. This chapter further discussed literature on; physical facilities, teaching –learning resources, teachers' qualifications and teacher pupil ratio as well as theoretical and conceptual framework and finally summary of the chapter.

2.2 Physical facilities and learner's completion of education

Several studies conducted have acknowledged the positive correlation between academic completion and adequate physical facilities such as classrooms, staff rooms, offices, administrative blocks, play grounds, toilets and water points (Lockhead, 1991). According to Husen, Sala, Noonan (1978), adequacy and quality of physical facilities have a great contribution towards learners' completion. For example, those learners who cannot make it academically but may excel in co-curriculum activities are catered for. The presence of quality play grounds and clean water enables learners to develop holistically, academically and physically. These ensure improved completion of individual learners.

Southworth and Lofthouse (1991) indicated that good physical environment reflected on the school amenities have positive impact on the learners'

completion. UNICEF's statement that critical book shortage and physical facilities in many schools has led to low completion in Kenyan schools has been supported by South African consortiums for monitoring education quality (SACMEQ, 1991). Nkanyingi (1982) lamented that it is worrying to see little children sitting on stones under trees or poorly constructed classrooms with tilted or quarter writing boards some of which whose paints have faded. Waka (1980) established that this was even worse during bad weather such as rainy seasons as this aid in the poor completion of learners.

Koech Report of (1968) pointed out that congested classrooms do contribute negatively to teaching – learning process thus completion. Diriye and Dermic et al (2006) suggest that classroom should be spacious enough to allow air circulation to promote learners' concentration thus better academic achievement leading to better course completion. Since students spend much of their time in the classroom, the classroom should provide as much comfort and security as much as possible to enhance retention and completion. There has been a challenge with the introduction of FPE in 2003, this has seen increased enrollment of learners in primary schools leading to overstretched existing facilities affecting completion. Eshiwani (1993) established that presence, absence, or inadequate/ sub- standard facilities had influence on learners' completion in Western Kenya. He concludes that academic achievement and completion in Western Kenya is influenced by a number of factors - physical facilities inclusive.

MOEST (2002) stated that communities are supposed to provide for the facilities though in poverty ridden regions, it becomes a choice despite the fact that Republic of Kenya (2005) reveals that they play a significant role on performance and completion; recreational facilities are a necessity for quality education. Republic of Kenya (2003) noted that overcrowded classrooms with insufficient number of seats have a negative impact on teaching – learning processes leading to poor education completion.

Heron (1979) observed that a teacher who works with over eighty pupils in a small mud – grass thatched classroom or under shelter with inadequate equipment and materials may find it quite unrealistic to implement and achieve the set objectives. Fuller on the other hand argued that construction and equipping of facilities is not important but how it is well utilized to improve learners' completion. Heyneman and Loxly (1973) noted that adequate physical facilities positively contribute to learners' completion a view that was supported by Eshiwani (1973) and Ayoo (2002). Bernstein (2006) established that schools with better facilities in the USA realized better completion as opposed to their counterparts with poor ones.

Sanitary facilities such as toilets in schools have impact on learners' completion since they relate to physical health of the learners (Lezette, 2000). The absence or poor states of these facilities then may trigger drop-out leading to low school

completion. UNICEF (2009) noted that child friendly schools should have safe clean water with good plumber systems. They noted that more than 60% of all countries in Africa lack sufficient sanitation facilities which World Health Organization (2005) states that even schools with these, unhygienic situation hinders the ability of the students to concentrate and learn at school. Lack of basic sanitation facilities has then led to low enrolment and completion of primary education. According to MoE (2005), public health and sanitation requires that the schools should adhere to appropriate ratio of 1:25 girls per latrine and 1:30 boys, which is not the case.

Isangedighi (1998) noted that learners' environmental mismatch could demoralize them leading to truancy and drop-out thus influencing their completion. He states that these structures should be made attractive and appealing as to ensure school retention. Bundura (1969) substantiated that unhealthy environment is not conducive to learning and teaching processes par se hence affect completion negatively. He stresses that the physical facilities should be tidy enough and inviting, have good quality discipline of pupils, full range of ability, bright open spaces, clean and well maintained buildings as to arouse their interest in learning. All these will lead to better academic achievement and completion. The study wishes to examine the extent to which physical facilities affect learners' completion in Ndhiwa district.

2.3 Teaching – learning resources and learners’ completion

Teaching – learning resources are the most vital instrument to a successful learning process (Kathuri, 1986). He pointed out that adequacy of these materials alone is not enough but how quality, relevance and the availability of the teaching learning resources. Charles (2009) carried out a study on internal efficiency measures in promotion of access and completion rates in public secondary schools of Bungoma South District. The study found out that schools lacked adequate provision of teaching and learning resources which was greatly hindering attainment of qualitative objectives of education, human resources particularly teachers were being underutilized more so when they were posted to teach in single streamed schools.

Republic of Kenya (1999) noted that quality and adequacy of these resources have a direct bearing on quality of education since they determine how effective the curriculum is implemented, hence learners’ completion. According to Ashton (2001), the instruments are helpful when it comes to planning and implementation of successful life skill programs thus learner completion.

Court and others (1974) noted that adequate provision of textbooks and other learning equipments to the learner is the major contributor to scholastic differences among the Kenyan schools since learners with these are able to use them at their leisure time to improve academic achievement and completion of

primary education while those without entirely depends on the teacher. Orodho (2005) observed that in most cases despite that these materials are not adequate, and even the available ones at times are irrelevant or substandard hindering retention and completion. Mbilinyi and Omari note that to some extent they are not learner friendly since they are full of stereotyping and gender biased and at times influencing school drop-outs, hence low completion. Despite odds Psachropoulos and Woodhall (1995) asserts that textbooks are the most cost effective means to improving academic achievement and efficiency of schools leading to improved learner completion.

Avalus (1991) do indicate that despite the above, quality of education received by the learner squarely depends on the availability, relevancy and adequacy of teaching – learning resources. This implies that schools endowed with adequate, relevant and effective resources are likely to post better result in terms of learner completion. According to Republic of Kenya (2003), the envision text books ratio is 1:2 in lower primary and 1:1 in upper primary as to avoid any inconveniences that may be caused due to absenteeism as to improve their academic achievements as well as completion rate.

The presence of quality and quantity resources is likely to determine how effective teaching- learning process is since one variable has influence on the other. Obonyo (1997) do conquer with Fuller (1986) that resources such as

textbooks, visual and audio not only enhance communication but, also facilitate child centred learning process that in turn promote completion. Heynmann (1980) too did acknowledge the use of visual and audio apparatus claiming that they make teaching – learning process more lively and realistic as pupils are able to discover a lot on their own. Mwai (2012) noted that well-produced readily available materials are great assets. This implies that teaching learning materials should be of high quality to provoke learners' instinct to learn more and foster their course completion.

World Bank (1980) reveals that provision of teaching – learning materials as well as library services has been overlooked by the budget planners in developing countries. Grissary and Mahlack (1991) do agree to the World Bank's report that more attention has been shifted towards teacher at the expense of crucial resources that aid in accomplishing their course of study. Howes (1986), observed that there are countries in Africa where upon pressure, numbers overweigh provision making some schools to lack almost everything except teachers and population leading to poor completion.

Ubogu (2004) established that effective use of teaching and learning resources improves the teacher's efficiency in content delivery as well as learners' understanding of abstract ideas thus promoting course completion satisfactorily. He states that absence of these resources does not provide stable minds and

conducive environment for learners to study leading to poor completion of the system. Grantham (1998) while studying education completion in Jamaica established that better completion is accompanied by the accessibility of the teaching learning resources. This statement was confirmed by Heinnon & Park (2004) who substantiated that there was a positive correlation between the presence of these resources and learners' completion.

Mark (2003) noted that even though extensive literature exists that links school facilities to quality education completion and to teacher morale and productivity, very little has been done to examine the extent to which this school based resources are necessary. Glewwe (2006) indicated that the use of textbooks in the Philippines improved learners' completion. The study, therefore, wishes to examine the extent to which teaching – learning resources provided by the government has influenced completion in public primary schools. Similarly, it would examine the specific resources that would either influence completion positively or negatively.

2.4 Teachers' qualifications and learners' completion

Teachers being the main source of educational training, they do play crucial roles in the lives of learners hence administrators should ensure their institutions are well stocked with personnel of substance in terms of qualifications (Howes & Hamitonllm, 1992; Piante & Stuhlman, 2004). For a long time, the profession has

been taken for granted that it could be performed by any other person so long as one has some little academic knowledge regardless of whether trained on teaching or not. For instance, in the past or even to date, most school leavers who have not undergone through any kind of training had been employed either legally or illegally to teach various subjects at different levels. This to some extent has led to reduced academic achievements as well as learners' completion.

According to Sifuna (1989), academic and professional qualification of teachers has influence on both access and retention thus completion. Teachers' academic achievement should therefore be generally above that of their learners. In most developing countries in Africa, teachers are not adequately trained. For example, in -service and pre- service programs are not well established and lack of teachers' motivation has led to poor academic completion of learners. Through a two year pre- service and in- service training programs, the Kenyan government was committed to ensure all teachers in the Republic were trained to improve learners' completion (MOEST 2003).

Haron (1977) reveals that there is a significant correlation between the duration of the teacher training and the learners' completion level. Kathuri (1986) on his study on factors which influence KCPE and 8-4-4 system performance and completion in Nairobi noted that there was a difference between the quality of teachers in terms of levels of education and training, the frequency at in-service

course and the use of modern methodologies. Teachers' qualification is paramount in pupils' achievement in mathematics and sciences hence contributing to completion at different levels (Maundu, 1996). Teachers' qualification is very important since they are the main orchestrators of school 'culture' depending on the 'climate' they create in classrooms and the entire school thus they may better and worsen completion of learners.

Fyle (1986) indicated that most educational challenges in Africa relate to the training of incompetent teachers hence head teachers need to inform and sponsor teachers to attend seminars, workshops and courses that would improve their productivity and learners' completion. Lockhead (1991) on his study recommended that teacher training colleges should embrace on research and experimentation as to become centres of innovation and that distant learning techniques such as use of correspondence, on – job and off- job training be adopted to improve teacher's quality and learners' completion.

Nekatibeb (2002) noted that many countries in Africa pay teachers poorly as compared to other sectors leading to teacher absenteeism, lack of motivation or attrition where they are forced to look for alternative income or use learners' labour of which has a negative impact on learners' education completion. He adds that a well-trained teacher systematically presents concepts to the learner promoting better understanding as well as learners' completion.

UNESCO and UNICEF (2008), indicated that outdated teaching techniques and lack of basic content as a result of under-qualified or unqualified teachers has led to poor learner' completion. Department of Education (2001a) revealed that more than 50% of Mathematics and 60% of Science teachers have had no formal training thus have a negative impact on learners' completion. Encouragement of teachers for higher education provides a significant boost to academic achievement as well as learners' completion (Clark, 2001). The study wishes to examine the extent in which teachers' qualification influence learners' completion in Ndhiwa district.

2.5 Teacher-pupil ratio and learners' completion

The concept of teacher-pupil ratio to play a crucial role as far teaching – learning process is concerned. Al-Sammarai (2003) noted that shortage of primary school teachers is the greatest challenge affecting the quality of education thus completion. Increased enrollment rate due to free primary education has not been commensurate to the number of trained and qualified teachers in these schools (Siringi, 2009). The government does acknowledge that teachers experience heavy workload as a result of large classes. The large class sizes, as opposed to small ones, cannot be easily managed by the teacher and to pay special attention to the needy learners thus leading to poor quality of education and learners' completion. Wabuoba (2011) pointed out that overcrowded large classes makes it difficult for pupils to write well and the teacher to cater for individual differences

leading to truancy, poor retention, drop-out and even exclusion thus low completion rates. Manga (2007) on the other hand cautions that when teachers are overworked, the quality of education is compromised leading to poor completion.

Bascia (2003) established that large class sizes make monitoring of learners' attendance hectic thus promote absenteeism, truancy and poor quality feedback which negatively impact on completion rate. Corcaran, Walker and White (1998) on the other hand noted that managing a large class is a serious challenge in many schools as it creates stressful working conditions for the teachers leading to teacher absenteeism. It is, therefore, important to note that small class sizes enable the teacher to focus more on the learner by developing good rapport among the two and adjust to a diverse method that would suit the learner to realize their full potentials as to see them complete stipulated course of study.

According to Ngaru (1980), overcrowded large classes do negatively impact on the quality of teaching learning processes since teachers would not be capable to cater for individual differences; teachers tend to use lecture method when the classes are too large making learners to lack contact with their teachers attributing to low completion rate. As a result of these Maegwe (1995) established that co-curricular activities as well as non-examinable subjects are overlooked affecting completion of some learners.

Overcrowding, increased class size, poor learning environment and professional development of teachers, as well as instructional methods, have been linked to the declining quality in Kenya leading to low accomplishment of the education system (UNESCO, 2010; Mathooko, 2009). Mbatia (2004) noted that with FPE, most primary schools could not cope with the increased enrolment as far as the teacher-pupil ratio is concerned. Due to this effect, some classes went untaught while others were merged resulting to the poor quality education of which saw some learners dropping out of school while some repeating leading to poor completion rate.

According to Dermier & Diriye (2006), completion of Somali pupils in the UK was established to be as a result of overcrowded classrooms to the extent that they could have very little space to organize learning materials and even teachers to effectively attend to their needs leading to poor completion. MOEST (2010) states that teacher-pupil ratio happens to have risen from the normal 1:40 per class to between 1:60 and 1:90 with the introduction of FPE of which has lowered the quality of primary education as well as learners' completion.

Jagero (1999) established that the schools with higher teachers to pupil ratio performed poorly leading to poor completion. Williams (1979) asserts that it is not clear on what exact teacher-pupil ratio should be. However, UNESCO (1994) noted that the ratio is gotten by adding teacher pupil ratio to untaught lessons at

school level by heavier teaching loads. It is therefore important to note that teacher pupil ratio depends on a number of factors other than what is suggested by UNESCO 1994. It is from this background that the study wishes to examine the other factors that would contribute in determining the exact class size and teacher-pupil ratio.

2.6 Summary of literature review

From the literature review, it is noted that, there are indeed quite a number of studies (Plank, 2001; Kamalludeen, 2012; Allen, 2006; Michubu, 2005; Charles, 2009; McGowan, 2007) which have been carried out in relation to the factors influencing completion rate of pupils' in public primary schools. However, most of the studies have been carried out in various countries in the first world and only a few have carried out in the third world countries and with specific reference to Kenya. Moreover, some of the studies put more emphasis on the incomplete primary school education rates of pupils and did not exhaustively look in the areas of school related factors which influence the pupil's completion rates in public secondary schools. Hence, there is a need for this study to be carried out to exhaustively investigate on the school factors influencing competition among public primary school pupils in Ndhiwa District in Homabay County.

2.7 Theoretical framework

The study is based on Existence, Relatedness and Growth (ERG) Theory which was proposed by Clayton Aldefer. According to Alderfer (1969), existence needs which comprises of physiological and security needs in Maslows' Theory are quite fundamental for the success in the teaching learning process. Both the teachers and the learners would feel comfortable learning and teaching in a free and secure environment. To achieve this, it is important to provide the necessary physiological and security needs such as classrooms, playgrounds, libraries among others to both teachers and learners.

Growth needs too borrow heavily from self-esteem and actualization needs. These are meant for self-development, creativity, and innovation as they are meant to motivate people to change their attitudes or environment thus engage in meaningful work for our personal change. Teachers need to develop themselves professionally as to promote classroom delivery as learners develop academically, mentally and physically to prepare themselves well for the outside world. These are realized when one utilizes his/her capacities fully and to develop new ones. It is clear that every individual has a need for self-respect while thriving to achieve the highest goals of their potential. Through this theory, it is believed that once the three pillars; Existence, Relatedness and Growth are met among the learners in school, dropouts would be reduced leading to better completion. This theory will help in understanding the learner's completion and what motivate their

completion in primary schools. The theory further relates to the needs of the learners and their teachers in ensuring a better teaching and learning environment.

2.8 Conceptual framework

This is a model that relates factors that tend to influence a particular aspect in more diagrammatic way. Figure 2.1 below shows the relationship between independent variable and dependent variables as far as learners' completion is concerned.

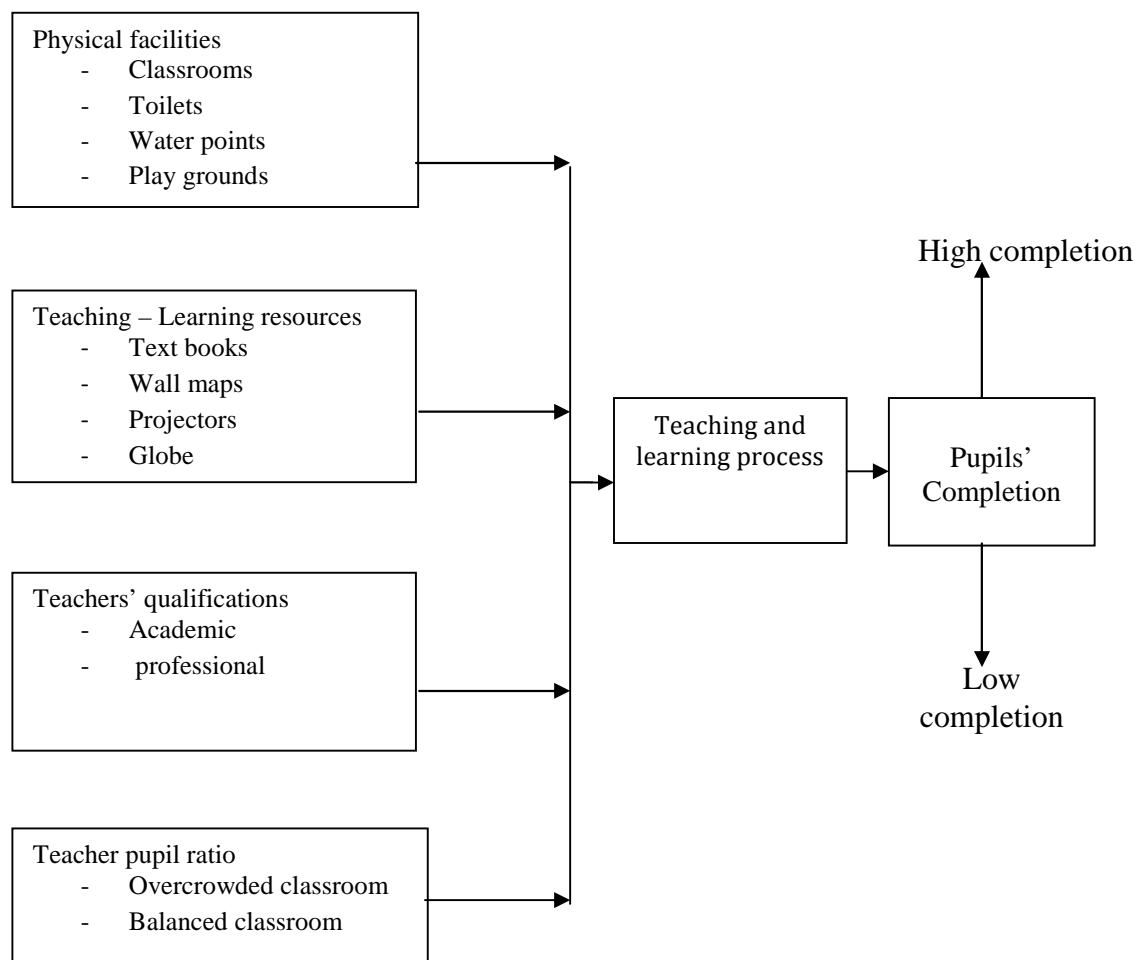


Figure 2.1 Conceptual framework

Figure 2.1 above, explains the relationship between schools based factors and learner's completion. Factors such as physical facilities, teaching learning resources, teachers' qualifications and teacher-pupil ratio which are the major ingredients to the teaching and learning process are assumed to be directly related to dependent variable- learners' completion.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the procedures and strategies that were used while conducting research. It encompasses the research design, target population, sample size and sampling techniques, research instruments; validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

This study employed a descriptive survey design. Descriptive survey design was used in preliminary to gather information, summarize, present and interpret further for the purpose of clarification (Orodho, 2003). Descriptive survey design can be used when collecting information by interviewing or administering a questionnaire to a sample of individuals who are a representative of a population. Best and Kahn (2011) notes that descriptive research seeks to find answers to questions through analysis of variable relationships. It can be used when collecting information about people's attitude, opinion, habits and any of the varieties of the educational and social issues (Orodho and Kombo, 2002). This design was suitable because the study involved a field survey whose purpose was to investigate school based factors influencing learners' completion in public primary schools in Ndhiwa District, Homa-bay County.

3.3 Target population

Target population refers to all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study (Borg and Gall, 1989). In this case, the target population included pupils and teachers in the public primary schools in Ndhiwa District. The district is made up of 157 public primary schools with a total population of 64,929,055 pupils (29,271 boys and 33,784 girls) and 1,666 teachers (733 males and 433 females) (DEOs office, Ndhiwa district 2016)

3.4 Sample size and sampling techniques

A sample is a small portion meant to represent the target population. Orodho and Kombo (2002) defined sampling as procedures used by the researcher to gather items of study. It is thus the process of selecting a number of individuals or subjects from a population such that the selected subjects contain certain elements representative of the characteristics found in the entire group. According to Mugenda and Mugenda (2003), a sample of between 10% and 30% of the target population is acceptable. The study adopted stratified sampling where the target population was categorized into six divisions. The researcher ensured that all the strata were involved in the study by equitably picking representative schools from all the divisions depending on their sizes and population. A sample of 32 schools (30%), 32 head teachers and 166 teachers (10%) and 397 pupils were selected to participate in the study.

However, due to the relatively large number of pupils the researcher adopted the Neuman (2000) formula. Neuman (2000), suggest that the sample size for a specific study can be worked out as indicated below:

$$n = \frac{Z^2 pq}{d^2}$$

Where n = the size of the sample desired

Z = typical ordinary deviation at the necessary confidence level of (1.96)
at 0.05

p = quantity of the population targeted expected to possess the features/characteristic considered

$$q = 1 - p$$

d = statistical significant level

Thus n = 397

A sample size of 384 could be readjusted when the populations is a lesser amount than ten thousand by using the formula below (Neuman, 2000).

Table 3.1 Sample size population

Category	Target population	Sample	Percent
Schools	157	32	30%
Head teachers	157	32	30%
Teachers	1,666	166	10%
Pupils	64,929	397	
Total	66909	627	27.50%

The study used purposive sampling to select head teachers since the experience of the respondents on the subject was important when choosing the head teachers. To select teachers for the study, stratified random sampling technique was used to select the required number of respondents for the study in each division in the district.

3.5 Research instruments

The researcher used questionnaires for head teachers and teachers. The questionnaire gave respondents opportunity to express their feelings and views freely while confidentiality was still maintained. Similarly, it enabled the researcher to collect information from various respondents simultaneously. They were therefore deemed less expensive and efficient in time management (Patton, 2002). To gather qualitative and quantitative data, questionnaires was designed to have both open and closed ended questions. Section A of the questionnaire dealt with the respondents' general overview of academic and professional

qualifications as well as teaching experience while section B focused more on research objectives. It was designed with research objectives in mind to elicit a response in each dependant variable.

The researcher adopted a focus group discussion guide that was administered to pupils. According Oso and Onen (2005) focus group discussion guides are consent forms for focus groups expected to participate in the study. Best and Khan (2009) argue that they are best for the study since they are well structured and directed to the research objectives and elicit a lot of information within a short time. Section A of the focus group discussion guide was concerned with the demographic feature of the learners while the rest of the section focused on research objectives.

3.6 Instrument validity

According to Kothari (2004) validity is the degree to which the instrument or design measures what is supposed to measure. Borg and Gall (1983), state that instrument validity is the degree to which an instrument is able to measure what is expected of it – accuracy of measurements. It, therefore, implies that to establish the validity of an instrument, at least 10% of the sample schools can be used to test instruments for validity and reliability (Kothari ,2004) . Therefore three schools in Kobama Division were chosen at random for the pilot study as to determine their practicability. Kobama division was ideal for the pilot of the

instruments due to the fact that the proximity to Ndhiwa district and that the schools in the area have similar challenges of pupils' retentions. In case of any eventuality, the researcher made the necessary adjustments to the research instruments.

3.7 Instrument reliability

Reliability refers to the consistency to which an instrument is capable of demonstrating certain expected outcomes each time it is subjected to identical sample or population. It is thus the degree to which the research instrument is able to elicit consistent results or data upon repeated trials (Mugenda and Mugenda, 2003).

The researcher used test re-tests techniques to test the reliability of instruments. The instruments were administered twice in the piloted schools with a two-week lapse given between the first and the second test. Orodho (2009) states that elapse of two weeks given between the first test and the second one is justified. Answers obtained from the two tests would be subjected to Pearson's Product- Moment Correlation Coefficient;

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

The correlation coefficient was then adjusted using Spearman Brown Prophecy Formula to attain a positive correlation coefficient of 0.8 that is reliable (Best &

Kahn, 2006).Head teachers questionnaires was found to have a coefficient of $r=0.77$ and while teachers questionnaires with a coefficient of $r=0.895$

3.8 Data collection procedures

The researcher upon request obtained an introductory letter from the University of Nairobi Department of Educational planning and Administration as to enable the researcher to acquire research permit from the National Council for Science, Technology and Innovation (NACOSTI). The researcher proceeded to seek permission from the sub- county commissioner, Ndhiwa and the District Education Officer Ndhiwa to conduct research in their area of jurisdiction. Thereafter, the researcher booked an appointment with head teachers of the sampled schools as to administer the questioners. Together with the class teachers of the selected class, the learners were guided on how to handle the research instruments. Spontaneously the researcher proceeded to administer research instrument to the head teacher.

3.9 Data analysis techniques

After collection of data, it was coded into computer readable form before the data entry which was preceded by data cleaning to ensure integrity of the data, Qualitative data were organized into various themes which were summarized in a narrative form. Quantitative data were analyzed using descriptive statistical methods such as mean, mode, frequencies, and percentages and presented in the

form of tables, charts and figures. Chi-square statistical technique was used to measure the influence of independent variables on the dependent variables. Statistical Package for Social Sciences (SPSS) and other computer packages such as Excel were used for data analysis.

3.10 Ethical considerations

An introductory letter was obtained from the University requesting authorities at the schools to allow the research to be carried out in their schools. The researcher requested to meet the pupils to whom the purpose of the study was explained and the pupils were requested to participate. The participants were told the duration and the procedure that was to be followed and how their privacy would be respected. Participation in the study was voluntary and participants were allowed to withdraw from the study if they wished to. Participants' rights to privacy were not violated; all the information about participants acquired during the study were treated as highly confidential and were not made available to others. Research results were reported fully and accurately.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter gives a detailed analysis of the research findings on the factors influencing learners' completion in public primary schools in Ndhiwa district, Homa-bay County, Kenya. The findings are based on the objectives set; To examine the extent to which physical facilities influence learners' completion, to determine the influence of teaching- learning resources on learners' completion and to establish the extent to which teacher's qualifications as well as teachers' pupil ratio influence learners' completion. Also, in this chapter, the researcher analyses and presents data obtained through questionnaires and the focus group discussions. The quantitative data obtained were analyzed through descriptive and inferential statistics using SPSS (21.0) and presented in form of tables, pie charts and graphs. The qualitative data from focus group discussions was analyzed through Content analysis where the main emerging themes were identified and summarized in a prose

4.2 Questionnaire return rate

The study sought to investigate the questionnaire return rate. The returned questionnaires whose response were used in further processing of the data to come up with the research findings were as tabulated in table 4.1.

Table 4.1 Questionnaire return rate

Respondents	No. issued	No. returned	Percent
Head Teachers	32	30	93.7
Teachers	166	166	100.0
Pupils	397	384	96.7
Total	198	196	100.0

As indicated in table 4.1, the average response rate for head teachers and teachers is 95.2%. This response can be interpreted to show a willing participation from the sampled respondents. Mulusa (1990) states that a return rate of 70 percent is very good. Hence, it gave required information for the purpose of data analysis.

4.3 Demographic data of the respondents

It was essential for the research to probe information on head teachers and teacher's background in terms of gender and age. Respondents' academic and professional qualifications were also captured. These variables would directly or indirectly influence learners' completion in public primary schools in Ndhiwa district, Homa-bay County. The head teachers and teachers' demographic data are summarized as follows:

The study sought to establish how the sample population was distributed by gender which assisted the research to confirm whether there was a gender disparity in distribution.

Table 4.2 Distribution of head teachers and teachers by gender

Gender of respondents	Head teacher	Percent	Teacher	Percent	Pupil	Percent
Male	18	60	97	58.4	164	42.7
Female	12	40	69	41.6	220	57.3
Total	30	100.0	166	100.0	384	100.0

Table 4.2 shows that head teachers and teachers for this study were predominantly male. For the case of pupils' female gender was predominant accounting to 220 (57.3%) while that of male was 164 (42.7%).

Pupils were also asked to indicate their age bracket and the data collected was presented in Table 4.3.

Table 4.3 Pupils' age

Age	Pupils	Percent
1-5 years	10	2.6
6-10 years	191	49.7
11-15 years	171	44.5
16-20 years	12	3.1
Total	384	100.0

Results from Table 4.3 shows that most of the pupils were within the age bracket of 6 to 10 years while the least were within the range of 16-20 years. This is the age that calls for special attention from schools (Marna, 2009). Hence, the completion of primary school is important in terms of nurturing the young people who require special attention.

4.3.1 Academic and professional qualifications of head teachers and teachers

Academic and professional qualifications of head teachers and teachers' sectors were also factors considered in this study. Head teachers and teacher's academic and professional qualifications directly or indirectly determine how the completion of primary level can be natured by the teachers (sifuna, 2009) head teachers and teacher's academic and professional qualifications are shown in Table 4.4.

Table 4.4 Head teachers and teachers academic and professional qualifications

Academic qualification	Head teacher	Percent	Teacher	Percent
Masters	3	10.0	5	3.0
Bachelor degree	5	16.7	26	15.7
Diploma	17	56.6	47	28.3
P1	5	16.7	88	53.0
Total	30	100.0	166	100.0

Results from Table 4.4 show that the majority of the head teachers were diploma holders while the majority of teachers had P1 qualification, while only a few head teachers and teachers were either undergraduates or post-graduate holders. This implies that head teachers and teachers at study area have a minimal academic qualification which may challenge them in the course of teaching or managing schools effectively. The overall management and running of schools that lead to learners completion is vested in the hands of all head teachers. It is, therefore, imperative that head teachers be persons with good education and sufficient practical knowledge in educational programmes and policies. They should have a required minimum academic qualification of P1 level and if possible beyond the minimum in order to interpret educational policies which relate to education and planning in the schools.

4.3.2 Head teachers and teachers years of service in the station

Another factor to consider was head teachers and teachers' response on years served in the schools. Data captured was presented in Table 4.5.

Table 4.5 Head teacher and teachers response on years of service in the station

Years	Head teacher	Percent	Teacher	Percent
0-5	3	10.0	12	7.2
6-10	7	23.3	23	13.9
11-15	6	20.0	46	27.7
Over 20	9	30.0	32	19.3
Total	30	100.0	166	100.0

Results from the Table 4.5 indicate that most head teachers had served at for over twenty years while majority of teachers had served for years between 16-20 years. Only a few head teachers and teachers respectively had served less than 5 years. This implies that the majority of head teachers and teachers had at least served for 5 years and above. These head teacher and teachers, therefore, had good information on the managerial factors influencing completion of primary schools. This implies that majority of the teaching force have a wealth of experience in the teaching profession. It is therefore deduced that the majority of head teachers and teachers had adequate experience in their profession

4.4 Influence of physical facilities on learners' completion

The first objective of the study was to establish the influence of physical facilities on learners' completion. This is because physical facilities play a vital role in

schools in relation to completion. Data was collected and tabulated from head teachers, teachers and pupils' responses.

4.4.1 Head teacher's responses on physical facilities

The researcher sought to identify head teachers' responses on the level of sufficiency of physical facilities in the sampled primary schools where the findings are as shown in Fig 4.1.

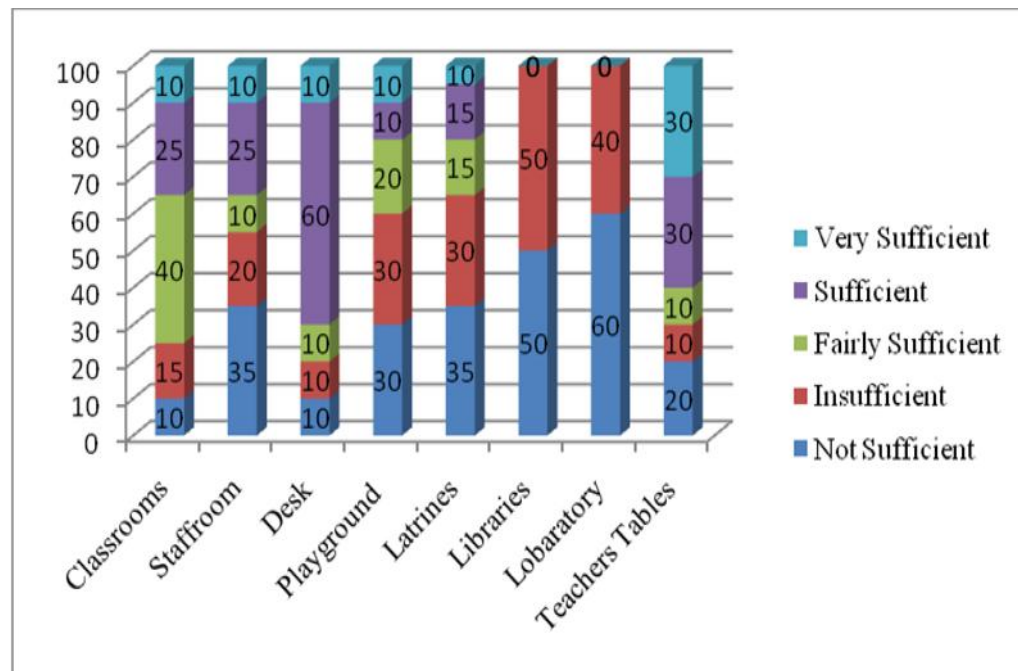


Figure 4.1 Head teacher's response on physical facilities

Figure 4.1 shows that the level of sufficiency in terms of physical facilities is generally low as shown by 10% level of insufficient as indicated by head teachers for classrooms, 10% for staff rooms, desk, playgrounds and 0% for libraries and laboratories. Most of the physical facilities and equipment are insufficient, with

majority of the schools having insufficient materials. This greatly affects the teaching-learning process, thus increasing the chances of child drop-out, repetition and poor performance.

4.4.2 Teacher’s response on physical facilities

The researcher sought to identify teacher’s responses on the level of sufficiency of physical facilities in the sampled primary schools where the findings are as shown in Figure 4.2.

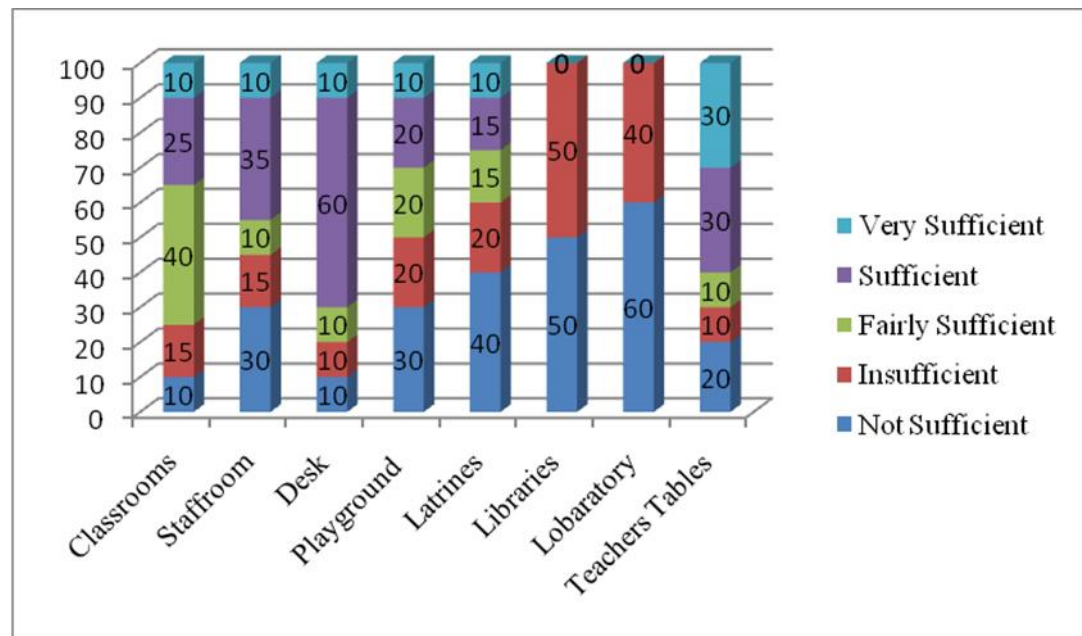


Figure 4.2 Teacher’s response on physical facilities

From figure 4.2 above the majority of the teachers noted that there was a lack of physical facilities. Figure 4.2 shows that the level of sufficiency in terms of instructional materials is very low as shown by 10% level of insufficient as

indicated by head teachers for classrooms, 10% for staff rooms, desk, playgrounds and 0% for libraries and laboratories. The respondents pointed out only teacher desks are sufficient in most of the schools in the district. Science kits are not available in almost all the schools in Ndhiwa. The results also indicate that although exercise books are sufficient, it is insufficient in some schools. Some schools in the division that do not have supplementary books, wall charts and pieces of chalk at all, as shown in the graph.

4.4.3 Pupil’s response on physical facilities

The researcher sought to identify pupils’ responses on the level of sufficiency of physical facilities in the sampled primary schools where the findings are as shown in Figure 4.3.

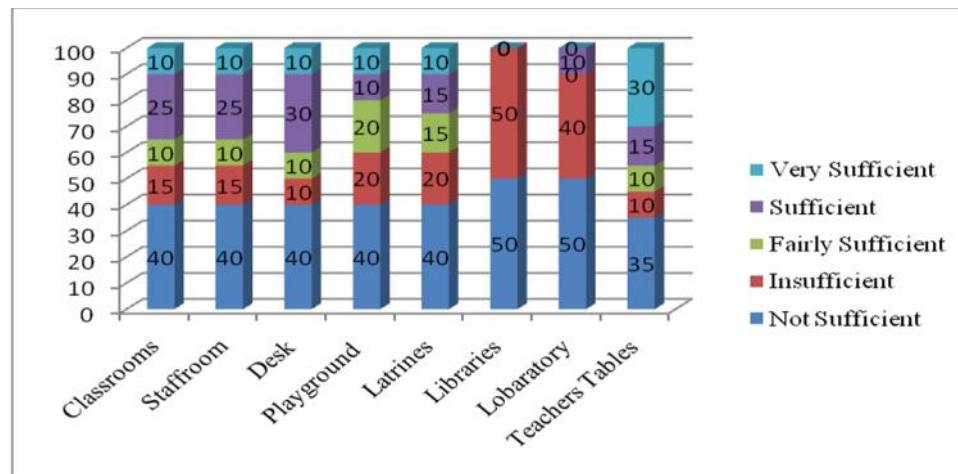


Figure 4.3 Pupil’s response on physical facilities

From figure 4.3 above the pupils' respondents indicated that the physical facilities mentioned in the figure above were not adequate. Figure 4.3 shows that the level of sufficiency in terms of instructional materials is generally low as shown by 10% level of insufficient as indicated by head teachers for classrooms, 10% for staff rooms, desk, playgrounds and 0% for libraries and laboratories and only 30.0% of pupils mentioned desks are sufficient.

Additionally, Ayoo, (2002), argues that the availability of physical facilities in school promotes the teaching-learning process as the learning environment is conducive. Most of the respondents pointed out that the schools have adequate classrooms with fairly adequate desks and tables as well as toilets and staff room. The respondents also highlighted that there was inadequacy of playing fields. Almost all respondents categorically indicated that the schools in Ndhiwa lack laboratory and library facilities.

The insufficiency of instructional materials and inadequacy or unavailability of physical facilities greatly affects the teaching-learning process. Most of the respondents indicated that almost all the schools do not have a library. Comparatively, availability of text books in most schools has also been confirmed as low. In these schools, therefore, the pupils who have the text books may not get adequate space to read and revise, as the classrooms are occupied during the day.

4.4.4 Influence of physical facilities on learners' completion.

A cross tabulation between a dependent variable which was learners' completion and predictor variable which is the availability of physical resources in the school was done where Chi-square value at a significance level of 0.050 was used to interpret the influence of physical facilities on learners' completion. The findings are as shown in table 4.6.

Table 4.6 Influence of physical facilities on learners' completion

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	440.890 ^a	4	.000
Likelihood Ratio	324.000	4	.000
N of Valid Cases	198		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 4.00.

b. 198: head teachers and teachers

Table 4.7 shows a Chi-square value of $\chi^2 = 440.890$ at a significance level of 0.000 the calculated statistic $\chi^2 = 440.890$ was found to be greater than the tabled critical value of $\chi^2 = 604.555$. It can be thus interpreted that, statistically, there was a relationship between physical facilities on learners' completion and

therefore physical facilities influence learners' completion in public primary schools in Ndhiwa District. Several studies conducted have acknowledged the positive correlation between learners' completion and adequate physical facilities such as classrooms, staff rooms, offices, administrative blocks, playgrounds, toilets and water points (Lockhead, 1991). According to Husen, Sala, Noonan (1978), adequacy and quality of physical facilities have a great contribution towards learners' completion.

4.5 Teaching- learning resources on learners' completion

The second objective of the study was to determine the influence of teaching-learning resources on learners' completion in public primary schools in Ndhiwa district. Teaching –learning resources play a vital role in schools in relation to completion. These teaching –learning resources include; textbook, exercise books, chalk, wall charts, pens, science kits and computers among others. Lack of teaching–learning may influence incompleteness. Data was collected and tabulated from Head Teachers, and teacher's response.

4.5.1 Head teachers' response on teaching- learning resources on learners' completion

The research sought to establish Head Teachers' response on teaching- learning resources on learners' completion where the findings are as shown in Figure 4.4.

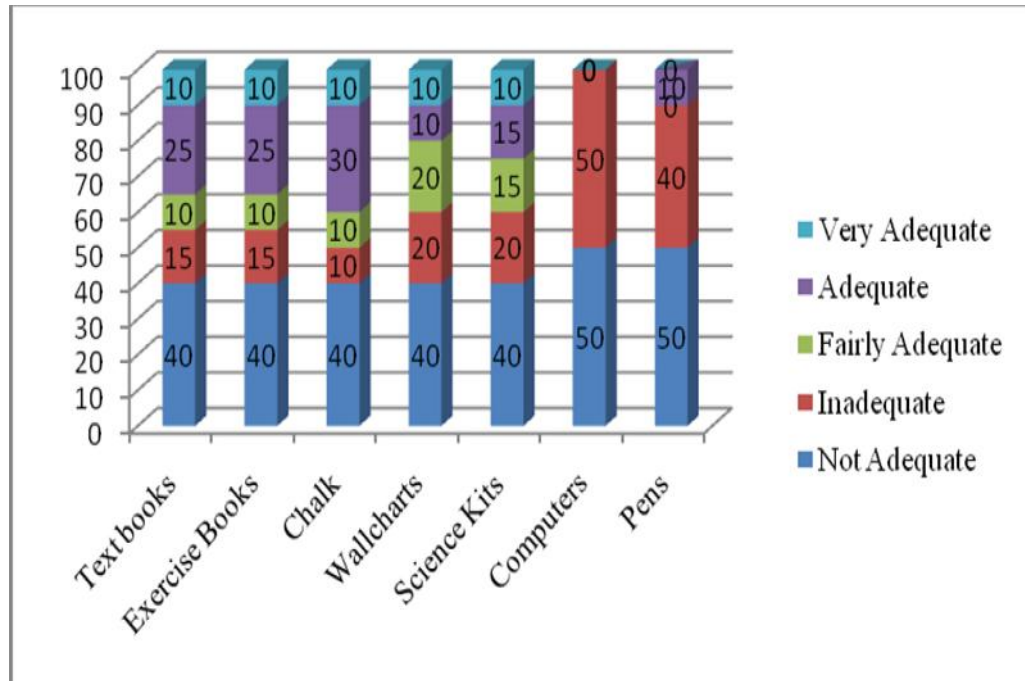


Figure 4.4: Head teachers’ response on teaching- learning resources on learners’ completion

From Figure 4.4 it is revealed that the highest proportion of head teachers indicated that teaching and learning resources like textbooks, exercise books, chalk, wall charts, pens, Science kits, and computers were not adequate. This implies that pupil completion is positively correlated to the teaching and learning resources.

4.5.2 Teachers' response on teaching learning resources

The research similarly sought from teachers on their response about teaching learning resources where the findings are as shown in Figure 4.5

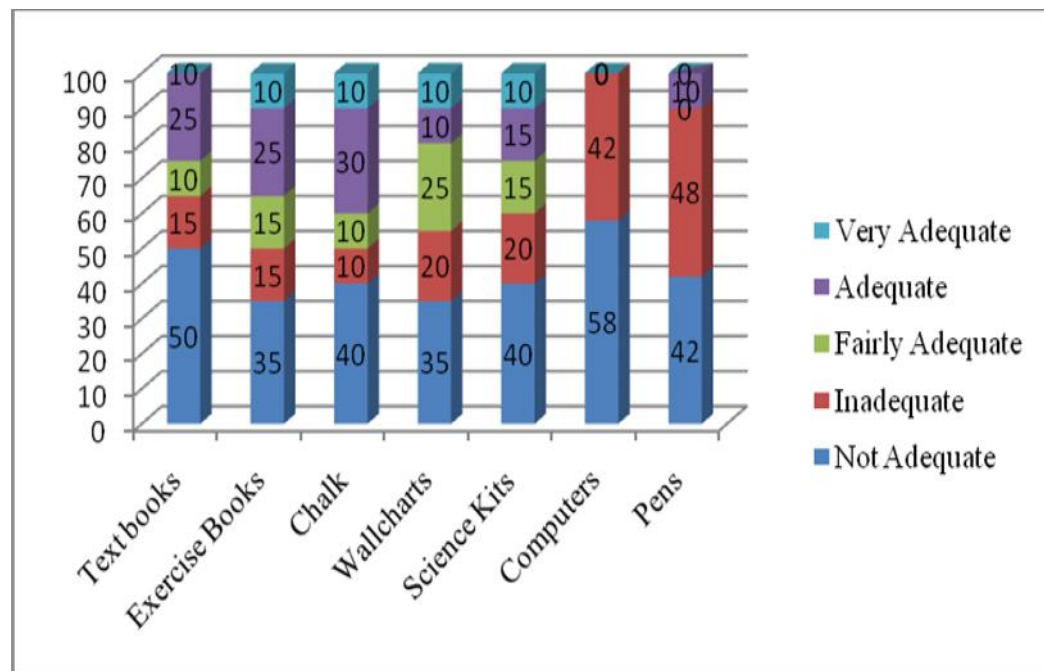


Figure 4.5 Teacher's response on teaching learning resources

From the Figure 4.5 it was established that the majority of the teachers indicated that the teaching and learning resources were not adequate. This implies that the pupils still lack these teaching-learning resources so that their completion is enhanced. Figure 4.5 shows that the level of sufficiency in terms of teaching and learning instructional materials is generally low as shown by 10% level of insufficient as indicated by head teachers for textbooks, 10% for exercise books, chalk, wall charts kits and science kits and 0% for computers.

4.5.3 Pupil's response on teaching learning resources

The study sought to get pupils response on teaching and learning resources where the findings are as shown in Figure 4.6.

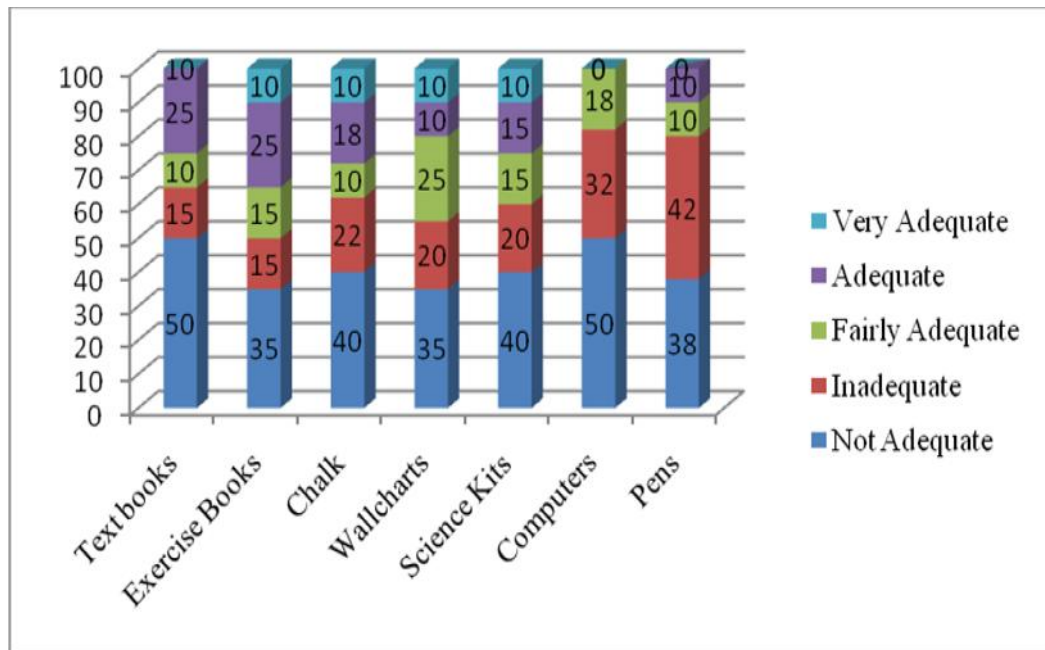


Figure 4.6 Pupil's response on teaching learning resources

From figure 4.6 the majority of the pupils indicated that teaching and learning resources were not adequate. This implies that their completion is affected by the lack of those teaching and learning resources. Figure 4.6 shows that the level of sufficiency in terms of teaching and learning instructional materials is very low as shown by 10% level of insufficient as indicated by head teachers for textbooks, 10% for exercise books, chalk, wall charts kits and science kits and 0% for computers.

4.5.4 Teaching- learning resources on learners' completion

A cross tabulation between dependent variable learner's completion while predictor was teaching and learning resources where Chi-square value at a significance level of 0.050 was used to interpret whether teaching and learning resources for the teachers influence pupils' completion in primary schools.

Table 4.7 Chi Square between teaching- learning resources on learners' completion

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	740.000 ^a	4	.000
Likelihood Ratio	624.901	4	.000
N of Valid Cases	198		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.22.

b. 198: head teachers and teachers

Table 4.7 shows a Chi-square value of $\chi^2 = 740.00$ at a significance level of 0.000 the calculated statistic $\chi^2 = 740.00$ was found to be greater than the tabled critical value of $\chi^2 = 624.000$. It can be interpreted that, statistically, teaching and learning resources in the school influences pupils' completion. It can be thus interpreted that, statistically, there was a relationship between teaching- learning resources on learners' completion and therefore teaching- learning resources

influence learners' completion in public primary schools in Ndhiwa district. Grantham (1998) while studying education completion in Jamaica established that better completion is accompanied by the accessibility of the teaching-learning resources. This statement was confirmed by Heinnon & Park (2004) who substantiated that there was a positive correlation between the presence of these resources and learners' completion.

4.6 Teacher's qualifications influence on learners' completion

The third objective of the study was to establish the extent to which teacher's qualifications influence learners' completion in public primary schools. The study sought to seek teacher's response on their academic qualifications. The response was tabulated and analyzed as below.

4.6.1 Whether teacher's qualifications influence learner's completion in public primary schools

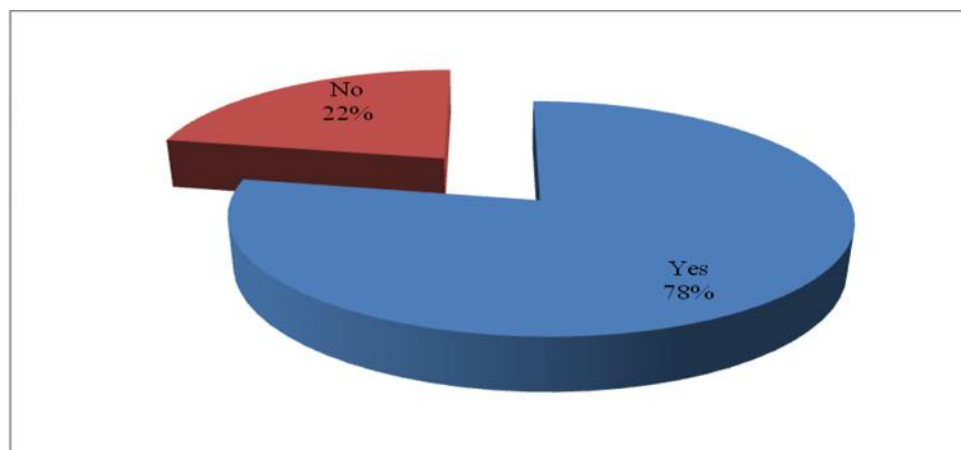


Figure 4.7 Influence of teachers' qualifications on learners' completion

The majority of teachers participating in the study accounting to 130 (78.0%) indicated that they believe that teacher’s qualifications influence the level of learner completion of primary schools, and only 36 (22.0%) of respondents do not believe that level of education influences learning completion in Public primary schools.

4.6.2 Reasons why teachers believe their qualifications influences learners’ completion

The study sought to establish from teachers the specific reasons behind their perception that their level of education influences learner’s completion in public primary schools

Table 4.8: Why teacher’s qualifications influence learners’ completion

Reasons	Frequency	Percentage
Teacher’s qualifications motivate pupils more towards completion	50	30
Teacher’s qualifications reduce teacher anxiety	33	20
The more a teacher is educated the more they have confidence to work hard	33	20
Teachers competence to utilize all resources	17	10
Teacher’s qualifications change teachers’ attitude towards and improves capability	17	10
Total	166	100

The study established that level of education of teachers as expressed by teachers, foremost the education was found to influence teachers' readiness to works as expressed by 30.0% of the respondents, also the study found that education of teachers influences the integration of different teaching and learning process which improves pupils' morale as expressed by 20.0% of respondents, 20.0%. Education of teachers reduces teachers' anxiety while teaching since all materials are available instantly increasing throughput and thereby encouraging pupils to study towards completion, 20% indicated that education improves competence and confidence of teachers as well as improves and ensures that attitudes are positive toward the teaching which has an overall effect to boost teachers' goals towards encouraging pupils.

4.6.3 Teachers' qualification and learners' completion

A cross tabulation between a dependent variable which teachers' qualification and the predictor being pupils' completion where Chi-square value at a significance level of 0.050 was used to interpret whether teaching and learning resources for the teachers influence pupils' completion in primary schools.

Table 4.9 Chi-square between teachers' qualifications and learners' completion

Chi-square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	600.000 ^a	4	.000
Likelihood Ratio	516.901	4	.000
N of Valid Cases	198		

a) 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.22.

b) 198: head teachers and teachers

Table 4.9 shows a Chi-square value of $\chi^2 = 600.00$ at a significance level of 0.000 the calculated statistic $\chi^2 = 600.00$ was found to be greater than the tabled critical value of $\chi^2 = 516.901$. It can be interpreted that, statistically, teacher's qualifications influence pupil's completion. It can be thus interpreted that, statistically, there was a relationship between teachers' qualification on learners' completion and therefore teacher's qualifications influence learners' completion in public primary schools in Ndhiwa District.

4.7 Teachers'-pupil ratio influence learners' complete

The fourth objective was to assess how teacher-pupil ratio influences learners' completion in public primary schools in Ndhiwa District. Class size is an important factor in determining the success of teaching-learning process, as it affects the teacher-aided sessions. Large classes hinder effective learning as the teacher-student ratio is high and individualized attention is minimal. Small classes offer conducive learning environment, and the teachers can attend to the individual needs of the pupils. The study sought to investigate head teachers and teacher's responses on class size in terms or large or small.

Table 4.10: Class size

Class Size	Head Teachers	%	Teachers	%
Large	22	73.3	150	90.4
Small	8	26.7	16	9.6
Total	30	100.0	166	100.0

Majority of the head teachers' respondents (73.3%) and teachers (90.4%) noted that they had large classes. This implies that the number of pupil-teacher ratio is big. This implies that the pupils will not get attention from the teacher or vice versa due to high pupil ratio to a teacher. This finding is consistent with Bascia

(2003) who argues that handling small classes comfortably is also seen as a way of identifying weak learners through marking assignments and homework. Face to face interactions was singled out as the best way to support weak and slow learners. This has been noted in the majority of the respondents who prefer teaching small classes as they point out that the interactions enable them to identify learners with different problems and look for possible and better solutions. The small class size allows for individualized attention and this strengthens the cordial relationship between the teachers and learners. They also note that it is difficult to control large classes. There was a direct relationship between the type of class and face to face interactions as most of the respondents who currently teach both types of classes preferred small classes and highlighted that this enables them to give individualized attention to the learners.

4.7.1 Teacher's pupils' ratio and learners' completion

A cross tabulation between a dependent variable which teacher's, pupils' ratio and the predictor being pupils' completion where Chi-square value at a significance level of 0.050 was used to interpret whether teacher's, pupils' ratio for the teachers influence pupils' completion in primary schools.

Table 4.11 Chi-square between teacher’s pupils’ ratio and learners’ completion

Chi-square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	600.000 ^a	4	.000
Likelihood Ratio	516.901	4	.000
N of Valid Cases	198		

a) 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.22.

b) 198: head teachers and teachers

Table 4.11 shows a Chi-square value of $\chi^2 = 600.00$ at a significance level of 0.000 the calculated statistic $\chi^2 = 600.00$ was found to be greater than the tabled critical value of $\chi^2 = 516.901$. It can be interpreted that, statistically, teachers’ pupils’ ratio influences pupils’ completion. Bascia (2003) established that large class sizes make monitoring of learners’ attendance hectic thus promote absenteeism, truancy and poor quality feedback which negatively impact on completion rate. Corcaran, Walker and White (1998) on the other hand noted that managing a large class is a serious challenge in many schools as it creates stressful working conditions for the teachers leading to teacher absenteeism.

4.8 Pupil's focus group discussion

The focus group discussion was conducted on 20th May 2016 in the schools within Ndhiwa where the research was being undertaken. The discussion involved pupils of different ages, gender, and class. The pupils were 13-16 years old. The pupils were asked about the physical facilities in the school in terms of the number of classrooms, sanitary facilities, the type of buildings, library facilities.

The majority of the pupils clearly stated that the school had semi-permanent buildings, mostly eight classrooms. A few schools had permanent buildings for upper classes and part of which was used as staffroom. It can be deduced that these are single streamed classes. The limited number of classrooms made it difficult to break large classes into smaller, better handled streams.

Most of the pupils revealed in the discussions that the schools did not have library facilities. The instructional materials were distributed to the pupils in groups and only shared during lessons. These instructional materials are also said to be inadequate. The sanitary facilities were said to be in poor condition, with some pit latrines poorly drained and sometimes submerged in water especially during rainy seasons.

The majority of the pupils had difficulty accessing the teaching and learning materials, especially textbooks because they either did not have, or the few

available were distributed to large groups. Thus they mostly failed to complete the assignments. This was pointed out as a hindrance to their learning.

The pupils are comfortable in small classes. They agree that the teachers are able to mark their work and do a revision. In large classes, the teachers instructed the pupils to mark their assignments, which made it difficult for teachers to assess performance and ability of each. The pupils also easily found ways of cheating during assignments and when doing examinations since the classes are full and space inadequate. Furthermore, the large class size makes them not able to interact with their teachers on an individual basis. Some pupils have highlighted that they are comfortable in large classes since the teachers don't realize when they are absent. The pupils also discussed that the teachers leave early because they stay in town.

The pupils noted in the discussions that the numbers of teachers are few in comparison to that of the pupils. This affects the teacher-pupil ratio. Some pupils have also been said to be much engaged in domestic chores that they do not come to school regularly. The absenteeism cases were not detected by the teachers since the classes are large.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

School-based factors such as physical facilities, teaching-learning resources, and teacher-pupil ratio are the most important factors to learners' completion. In Ndhiwa, learners' completion has been a great challenge in the district. It is against this background that this study was established to investigate school-based factors influencing learners' completion in public primary schools in Ndhiwa district, Homa-bay County, Kenya. The specific objectives included to examine the extent to which physical facilities, teaching-learning resources, teachers' qualification and teacher-pupil ratio influence learners' completion in public primary schools. Physical facilities highlighted were desks and tables, toilets, library, laboratory, classrooms, playing fields, staff room and head teachers' office.

The teaching –learning resources or instructional materials covered in the study included textbooks, exercise books, and pieces of chalk, chalkboards, science kits, wall charts and supplementary books. On teachers' qualification, their academic qualification in relation to masters, bachelor degree, P1 and diploma were looked into. Class size was evaluated in terms of the individualized interactions between the teachers and pupils.

Literature has been reviewed on the factors influencing learners' completion in public primary schools and citations included. The literature used was books, journals, past research materials, government data, and information from the Ministry of Education. Information from the County Education Office and the District Education Office has also been included in the research and source indicated appropriately. The research topics covered by literature included the effect of overcrowding in large classes, poverty and economic status of school communities as variables that affect the teaching-learning process. The condition of the physical facilities and availability of instructional materials was also reviewed. The study adopted survey research design where questionnaires were administered to head teachers and teachers while focused groups discussion guides were administered to pupils were used as the instruments for data collection. The target population in Ndhiwa were teachers and pupils. Sample size constituted 397 pupils, 166 teachers and 32 head teachers in public primary schools in Ndhiwa district.

Ndhiwa has 157 schools, out of which 30 public primary schools were sampled for the study. Random sampling technique was used. The study was conducted through the random administration of ten questionnaires to head teachers and twenty questionnaires to teachers in the division. Further, focus group discussion was conducted among pupils in the schools visited. The data was collected on an appointment with the respondents a week after they were administered. Focus group discussion was held on the date of collection of the questionnaires. The questionnaires were qualitatively and quantitatively analyzed. Quantitative data were analyzed through descriptive statistics and presented as frequency tables, pie charts, and bar graphs. Qualitative data were analyzed through content analysis. Findings of focus group discussion have also been discussed. Qualitative data has been well explained and broadly discussed.

Schools within Ndhiwa are found to have a general inadequacy of physical facilities, with some being almost totally unavailable. The teaching-learning process has been found to be greatly affected by the inadequacy and unavailability of fundamental physical facilities; toilets, classrooms, staffroom, head teachers' office, laboratory, library and playing fields. The continued inadequacies greatly affect the teacher-aided learning processes. In addition, the playing fields, which are found to be insufficient, are important in the co-curricular development of the pupils. These schools have been in existence for over three decades, as confirmed

through the head teachers' responses. In all the cases, the head teachers have been at the current stations for more than five years.

Physical facilities are generally low as shown by 10% level of insufficient as indicated by head teachers for classrooms, 10% for staff rooms, desk, playgrounds and 0% for libraries and laboratories. It was statistically established that there was a relationship between physical facilities on learners' completion and therefore physical facilities influence learners' completion in public primary schools in Ndhiwa district using Chi-square statistics.

Schools in the division do not have sufficient instructional materials or teaching and learning resources. There was a general insufficiency of instructional materials, with some materials almost totally unavailable, negatively affects the teaching-learning process. It was established that teaching and learning instructional materials is very low as shown by 10% level of insufficient as indicated by head teachers for textbooks, 10% for exercise books, chalk, wall charts kits and science kits and 0% for computers.

The materials which include textbooks, exercise books, and pieces of chalk, wall charts, Science kits and supplementary books are important in learning process. The majority of head teachers and teachers had good academic qualifications which mean they were qualified to teach. Some teachers were found to have P1

certificate. The majority of teachers participating in the study accounting to 78.0% indicated that they believe that teacher's qualifications influence the level of learner completion of primary schools. Moreover, the majority of the head teachers 17 (56.6%) were diploma holders, the majority of teachers 88 (53.0%) had P1 qualification. A small percentage of head teachers 5 (16.7%) had P1 qualification. This implies that head teachers have diploma level which puts them in a position to manage schools effectively. Teachers gave their reasons as to why they believe their level of qualification of teachers influence learners completion where at foremost teachers qualification affect readiness to works which help the teachers to be in a position to work diligently which lead to pupils completing their education, also the study found that level of qualification of teachers influence the integration of different teaching and learning process which improves pupils morale also level of qualification of teachers reduces teachers anxiety while teaching since all materials are available instantly increasing throughput and thereby encouraging pupils to study towards completion, as well as education improves competence and confidence of teachers. Academic qualification improves and ensures that attitudes are positive toward the teaching which has an overall effect to boost teachers' goals towards encouraging pupils. It was statistically established that there was a relationship between teachers' qualification on learners' completion and therefore teachers' qualification influence learners' completion in public primary schools in Ndhiwa district using Chi Square statistics.

The majority of schools in Ndhiwa have large classes. Most teachers, even though they teach large classes, prefer small class size which they can comfortably handle. Majority of the head teachers' respondents (73.3%) and teachers (90.4%) noted that they had large classes. This implies that the number of pupil-teacher ratio is big. It has been notable in the responses given that the small class size promotes individualized attention, which enhances teaching-learning process as the teachers are able to identify the weak learners, attend to individual needs of the pupils and comfortably address the problems the pupils face in the learning process. It was thus statistically established that there was a relationship between class size on learners' completion and therefore class size influence learners' completion in public primary schools in Ndhiwa district using Chi Square statistics.

5.3. Conclusions

The study sought to establish school-based factors influencing learners' completion in public primary schools in Ndhiwa District. Specifically, the study sought to establish the extent to which physical facilities influence learners' completion in public primary schools in Ndhiwa District, investigate the extent to which teaching-learning resources influence learners' completion, to investigate the influence of teachers' qualification on learners' completion, and lastly to examine the influence of teacher-pupil ratio on learners' completion.

Based on the data findings, the study established that physical facilities are inadequate in most primary schools in Ndhiwa district. This is despite the fact that constituency development fund is allocated or free primary education fund allocation have been given to public primary schools in Ndhiwa. These funds ought to have improved physical facilities in these schools, yet this is not the case Ndhiwa.

The unavailability or inadequacy of physical facilities in schools has been found to influence teaching-learning process. In addition, unavailability of, or insufficiency of instructional materials and equipment in schools has also been found to greatly influence the teacher-aided learning processes. These factors also play a great role in influencing the choice of schools by teachers during recruitment and transfers. Similarly, teaching learning resources are inadequate in these schools.

5.4. Recommendations

Based on the findings, the recommendations contained in this report will be useful for the educationists, educational administrators and stakeholders in facilitating the teaching-learning processes by ensuring the hindrances to the learners' completion are addressed;

Recommendations of the study were:

- I. Physical facilities are necessary for the teaching-learning process to be effective and in the promotion of better performance. The facilities should be adequate so as to create an enabling environment for the teacher-aided learning process. The enabling environment ultimately reduces pupil dropouts, and poor performance. The schools, planners, and administrators should equip the schools with adequate physical facilities so as to improve the teaching-learning process for completion.
- II. Teaching and learning resources should be improved and made available to the schools and learning materials easily accessed by pupils so as to facilitate the learning, and consequently improve completion.
- III. The teachers should be encouraged to go for higher training to equip them with refined skills and knowledge so as to be able to handle and comfortably work in challenging rural environments.
- IV. The government should allocate resources for the improvement of capital infrastructure in the schools. The head teachers should also plan and adequately utilize the Free Primary Education funds for the purpose of developing the priority areas in the school so as to enhance learning. The education ministry should develop a comprehensive audit plan where the accountability of funds released should be addressed.
- V. The officers and planners in various county and constituency development boards and funds should be involved to make appropriate allocations in

developing educational infrastructure and improve learning resources in the counties and constituencies.

- VI. The government needs to employ more teachers to deal with this issue of a high number of pupils against a teacher.

5.5. Suggestions for further research

The research was undertaken to find out the factors influencing learners' completion in public primary schools.

- I. The study has collected data from teachers and pupils, therefore, the future research should collect views from parents, education officers, and members of the community who are also the key stakeholders on learners' completion.
- II. There is also a need for further to look for other factors influencing learners' completion in the district other than school-based factors.
- III. There is a need for a research to investigate the influence of teacher-pupil ratio on learners' completion as this study did not independently looked teacher pupil ration on learners' completion.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER

Tonado Wanda Richard,

University of Nairobi,

P.O Box 92,

KIKUYU.

Dear Respondent,

RE: REQUEST TO CONDUCT RESEARCH

I am a postgraduate student at the University of Nairobi pursuing a master of Education Degree in Educational administration. Currently I am carrying out research on “school based factors influencing learners’ completion in public primary schools in Ndhiwa district, Homa – bay county, Kenya.” As a major education stakeholder, you have been identified and selected to assist in the study. This letter is therefore meant to honestly request you to allow me carry out the study in your schools. I wish to categorically make it clear that identity of the respondents will be treated with utmost confidentiality. Your response too will be purely meant for this study. Your positive response will be highly appreciated.

Yours sincerely,

Tonado Wanda Richard.

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of this questionnaire is to collect information about your own perception on school based factors influencing learners' completion. The provided information will be treated with absolute confidentiality as it is purely meant for the study. Put a tick () where appropriate

Section A: Background information for head teachers and teachers

1. What is your gender? Male { } Female { }
2. What is your highest academic qualifications? P1 { } ATS { }
DIP { } BED { }

Section B: Physical facilities

6. To what degree is your school endowed with physical facilities? Where
Very Sufficient = 5, Sufficient = 4, Fairly Sufficient = 3, Insufficient = 2,
None= 1.

Physical facilities	Very sufficient	Sufficient	Fairly sufficient	Insufficient	Not available
Classrooms					
Staffrooms					
Administration block					

Desks					
Playing grounds					
Water points					
Latrines					
Libraries					
Laboratories					
Stores					
Teachers' tables					

7. To what extent do the physical facilities influence learners' completion?
Briefly explain.....

.....

Section C: Teaching- learning resources

8. To what extent are the following resources adequate in your school? Where
Very adequate = 5, Adequate = 4, Fairly Adequate = 3, Inadequate = 2, Not Adequate
= 1

Teaching-Learning Resources	Very adequate	Adequate	Fairly adequate	Inadequate	Not Adequate
Text books					
Exercises books					
Chalk boards/					

walls					
Wall chart					
Science kits					
Globes					
Supplementary books					
Computers					
Projectors					
Pens					

9. To what extent does the teaching- learning resources influence learners' completion?

Briefly explain.....
.....
.....

Section D: Teacher's Qualification.

10. Do you think trained teachers teach better than non-trained teachers?

Yes { } No { }

11. Do teachers qualifications have impact on learners' completion?

Yes { } No { }

Section E: Teacher pupil ratio

12. Does your school experience shortage of teachers? Yes { } No{ }

13. Is it true that due to pressure on teacher pupil ratio some classes went untaught leading to poor quality of education thus completion? Yes { } No { }

14. In your opinion what are the other school based factors that influence learners' completion?

.....
.....

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Dear Colleagues,

The purpose of this questionnaire is to seek information you hold on school based factors influencing learners' progression in your school. Kindly answer all the questions objectively as possible bearing in mind that all the information provided is purely meant for this study and will be treated with absolute confidentiality.

Please do not indicate your name or station of work in this questionnaire. Put a tick () where appropriate.

Section A: Background information

1. What is your gender? Male { } Female { }

2. What is your highest academic qualifications? P1 { } ATS { }
DIP { } BED { }

Section B: Physical facilities

5. To what degree is your school endowed with physical facilities? Where
Very Sufficient = 5, Sufficient = 4, Fairly Sufficient = 3, Insufficient = 2,
None = 1.

Physical facilities	Very sufficient	Sufficient	Fairly sufficient	Insufficient	Not available
Classrooms					
Staffrooms					

Administration block					
Desks					
Playing grounds					
Water points					
Latrines					
Libraries					
Laboratories					
Stores					
Teachers' tables					

6. To what extent are the physical facilities influence learners' completion?

Briefly explain.

.....

.....

.....

Section C: Teaching- learning resources.

7. To what extent are the following resources adequate in your school?

Where Very adequate = 5, Adequate = 4, Fairly Adequate = 3, Inadequate = 2, Not Adequate = 1

Teaching– Learning Resources	Very adequate	Adequate	Fairly adequate	Inadequate	Not Adequate
Text books					
Exercises books					
Chalk boards/ walls					
Wall chart					
Science kits					
Globes					
Supplementary books					
Computers					

8. In your opinion, does teaching and learning resources influence learners’ completion?

Briefly

explain.....
.....
.....

Section D: Teacher’s Qualification.

9. Do you think highly qualified teachers are more effective in terms of learners’ completion as opposed to less qualified ones? Yes { } No{ }

Why do you think so?

.....
.....
.....

10. In your opinion, what should be done to improve teachers' effectiveness as to boost learners' completion? Briefly explain

.....
.....
.....

Section E: Teacher pupil ratio

11. Is it true that due to shortage of teachers' some classes go untaught?

Yes { } No { }

12. Do you think shortage of teachers is the greatest challenge to learners' completion?

Yes { } No { }

13. In your opinion, what are the other schools based factors influencing learners' completion?

.....
.....
.....

APPENDIX IV

PUPILS FOCUSED GROUP DISCUSSION GUIDE

The purpose of this instrument is to collect information based on your own perception on the school based factors influencing learners' completion in your school. The provided information will be treated with absolute confidentiality since it is purely meant for this study. Kindly do not indicate your name or school. Put a tick () where appropriate

Section A: Back ground information

Date..... FGD venue.....
Group..... Gender.....
Boys..... Girls.....
Age of participant btw..... No of participants in the FGD.....

Section B: Questions

1. What is the type of your school? Day Boarding
2. What types of classrooms are there in your school?

Permanent{ } Semi-permanent { } None{ }
3. Are there enough toilets in your school? Yes { } No { }
4. Is there adequate supply of water in your school? Yes { } No { }

5. How does the school physical facilities influence learners' completion?

.....
.....
.....

6. Is your school having adequate textbooks? Yes { } No { }

7. Are their computers in your schools Yes { } No { }

8. Is there a library in your school? Yes { } No { }

9. How many teachers are there in your school?

.....
.....
.....

10. Have some of your lessons gone untaught? Yes { } No { }

11. In your opinion, what are the factors that affect pupils in school?

.....
.....
.....

APPENDIX V

LETTER OF AUTHORIZATION FROM THE UNIVERSITY



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

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P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

May 25, 2016

OUR REF: UON/CEES/SOE/A&P/1/4


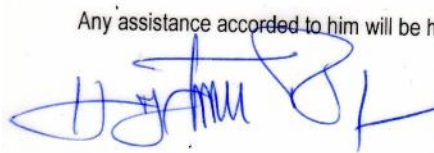
TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: TONADO WANDA RICHARD – REG NO. E55/70742/2013

This is to confirm that **Tonado Wanda Richard** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled "**School Based Factors Influencing Learners' Completion in Public Primary Schools in Ndiwa District, Homa Bay County, Kenya**".

Any assistance accorded to him will be highly appreciated.



**DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

**APPENDIX VI: LETTER OF AUTHORIZATION FROM COUNTY
COMMISSIONER**



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Homa Bay 22104 or 22105/Fax:22491
E-mail: cc_homabay@yahoo.com
When replying please quote

COUNTY COMMISSIONER
HOMA BAY COUNTY
P. O. BOX 1 – 40300
HOMA BAY

REF.NO. ED.12/1/VOLII/122

18th June, 2016

The Deputy County Commissioner
NDHIWA SUB COUNTY.

RE: RESEACH AUTHORIZATION-TONADO WANDA RICHARD

The above named person has been authorized to undertake a research on "School based factors influencing learners' completion in Public primary schools in Ndhiwa Sub-County, Homa Bay County, Kenya" for the period ending 30th June, 2017.

Please accord him the necessary assistance.

T.M.AKETCH
For: COUNTY COMMISSIONER
HOMA BAY COUNTY.

Cc

The County Director of Education
HOMA BAY COUNTY.

**Please note our e-mail address cc_homabay@yahoo.com*

APPENDIX VII: LETTER OF AUTHORIZATION FROM COUNTY

DIRECTOR OF EDUCATION

**MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**



Telegrams: "SCHOOLING", Homa Bay
Telephone: +254726961531
When replying please quote

**COUNTY DIRECTOR OF EDUCATION OFFICE
HOMA BAY COUNTY
P.O. BOX 710
HOMA BAY.**

DATE: 19TH JULY, 2016.

REF: MOEST/CDE/HBC/ADM/11/VOL.1/164

**Tonado Wanda Richard
University of Nairobi
P.O.Box 30197-00100
Nairobi.**

RE: RESEARCH AUTHORIZATION.

In response to the letter from the National Commission for Science, Technology and Innovation dated 30th June, 2016 giving you authority to carry out the research on "*School based factors influencing learners' completion in public primary schools in Ndhiwa District, Homa Bay County, Kenya.*" I hereby give you permission to carry out the research in Homa Bay County.

Please submit a copy of your findings both in soft and hard copies to us.

A handwritten signature in black ink, appearing to read 'M. M. Nyabunga'.

**M. M. NYABUNGA
FOR: COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY.**

APPENDIX VIII

LETTER OF AUTHORIZATION FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No. **NACOSTI/P/16/66796/11603**

Date:
30th June, 2016

Tonado Wanda Richard
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 learners’ completion in public primary schools in Ndiwa District, Homa Bay County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **30th June, 2017**.

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.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

