

**SCHOOL BASED FACTORS INFLUENCING COMPLETION OF
EDUCATION AMONG PUBLIC SECONDARY SCHOOL STUDENTS
IN MUKURWE-INI DISTRICT, NYERI COUNTY KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my father Mr. Beuttah Kanyora and my sister Margaret Wanjugu.

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TABLE OF CONTENTS

Content	Page
Title Page.....	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of Contents	v
List of Tables.....	ix
List of Figures	xii
List of Acronyms and Abbreviations	xiii
Abstract	xiv

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of Problem	4
1.3 Purpose of the Study.....	5
1.4 Research Objectives	5
1.5 Research Questions	6
1.6 Significance of the Study	7
1.7 Limitations of the Study	7
1.8 Delimitations of the Study.....	8
1.9 Definitions of Significant Terms.....	8

1.10 Organization of the Study.....	9
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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	11
2.2 Administration Process.....	11
2.3 Influence of Teaching and Learning Resources on Students Completion of Secondary Education	12
2.4 Influence of Principal Administrative Experience on Students Completion of Secondary Education	14
2.5 Influence of the Availability of Teachers on Student Completion of Secondary Education	18
2.6 Influence of School Curriculum on Students Completion of Secondary Education	20
2.7 Summary of Literature Review	23
2.8 Theoretical Framework	23
2.9 Conceptual Framework	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	26
3.2 Research Design	26
3.3 Target Population	26
3.4 Sample Size and Sampling Procedure.....	27

3.5 Data Collection Instruments	28
3.6 Validity of the Instruments	29
3.7 Reliability of Research Instruments	30
3.8 Data Collection Procedure.....	32
3.9 Data Analysis Process	32

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction	34
4.2 Response Rate	34
4.3 Background Information of the Respondents.....	35
4.3.1 Background Information for Students Gender	35
4.3.2 Age of the Students (Form 1 – 4)	36
4.4 Background Information of the Teachers.....	37
4.4.1 Gender of the Teachers.....	37
4.4.2 Age of Teachers.....	38
4.4.3 Teachers’ Level of Education.....	39
4.4.4 Teachers’ Work Experience	39
4.5 Influence of the Availability of Teaching and Learning Resources on Students’ Completion.....	40
4.6 Influence of School Principals’ Administrative Experience on Students’ Completion.....	49
4.7 Influence of the Availability of Teachers on Students’ Completion of Secondary Education.....	57

4.8 Influence of School Curriculum on Students' Completion	64
4.9 Summary of the Study Objectives.....	70

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	71
5.2 Summary of Study.....	71
5.3 Conclusion.....	75
5.4 Recommendations of the Study.....	76
5.5 Suggestions for Further Research.....	78
REFERENCES	80

APPENDICES

Appendix I: Introduction Letter	84
Appendix II: Questionnaire for Teachers.....	85
Appendix III: Questionnaire for Students	90
Appendix IV: Interview Guide for Principals	95
Appendix V: Research Authorization	97
Appendix VI: Research Clearance Permit.....	98

LIST OF TABLES

Tables	Page
Table 1.1: The Number of Students who did not Complete Secondary Education in Nyeri County	3
Table 3.1: The Summary of the Respondents	28
Table 4.1: Response Rate	35
Table 4.2: Background Information for Students Gender	35
Table 4.3: Age of the Students (Form 1 – 4).....	36
Table 4.4: Teachers’ Gender	37
Table 4.5: Age of Teachers	38
Table 4.6: Shows teachers’ level of education.....	39
Table 4.7: Teachers’ Work Experience	39
Table 4.8: Teaching and Learning Resources Influence Students’ Completion of Secondary Education.....	41
Table 4.9: Students response on whether Teaching and Learning Resources influence completion of Secondary Education	42
Table 4.10: Students fail to complete their Education due to Inadequate Classrooms	44
Table 4.11: Students Incomplete secondary education because of Inadequate Books in Schools.....	46
Table 4.12: Students incomplete secondary education due to the Poor Conditions of the School Facilities.....	47

Table 4.13: Extent to which Teaching and Learning Resources Influence Completion of Education among Public Secondary Students.....	48
Table 4.14: Students Incomplete secondary school education from School due to Principals' Poor Management	51
Table 4.15: The Relationship of the Principal and the Students affects Completion of Education among Secondary Students.....	52
Table 4.16: The Principal's Performance of Pedagogical Role affects the Completion of Secondary Education among Public School Students	53
Table 4.17: Principals Lack of Understanding of Student's Culture Leads to High Incompletion of Secondary Education	54
Table 4.18: Principal unable to meet Students' may leads to Students Incompletion of Secondary Education	55
Table 4.19: Extent to which Principal Administrative Experience Influence Completion of Secondary Education among Public Schools.....	56
Table 4.20: Poorly Trained Teachers Lead to High Incompletion of Students' incompletion of secondary education.....	59
Table 4.21: Inadequate Number of Teachers Influences the Completion of Education among Public Secondary School Students.....	60
Table 4.22: Constant Absenteeism of Teachers Leads to High Incompletion of Education among Public Secondary School Students.....	61
Table 4.23: The Behaviour and Conduct of Teachers Influences the Completion Rate of Students	62

Table 4.24: Extent to which Teachers Availability Influences Completion Rate of Students	63
Table 4.25: Students are Frustrated with the Overloaded Curriculum.....	65
Table 4.26: Constant Change of Curriculum Leads to Poor Academic Performance of Students	66
Table 4.27: Curriculum sets High Expectations for Students Leading to Students Incompletion of Secondary Education	67
Table 4.28: Students who do not Complete Secondary Education because of Demand and Complex Curriculum	68
Table 4.29: Extent to Which School Curriculum Influences Completion of Secondary Education.....	69

LIST OF FIGURES

Figures	Page
Figure 2.1: School Based Factors Affecting Students' Completion in Secondary Schools	25
Figure 4.1: Principal's Administrative Experience Influences Completion of Secondary Education among Students	50
Figure 4.2: Teachers have Effect on the Completion of Education among Public Secondary Students	58
Figure 4.3: School Curriculum Influences Students' Completion rate	64

LIST OF ACRONYMS AND ABBREVIATIONS

CTE	Curriculum and Technical Education
EFA	Education for All
ELS	Education Longitudinal Study
HGLM	Hierarchical Generalized Linear Modeling
KIPPRA	Kenya Institute for Public Policy Research and Analysis
MDG	Millennium Development Goals
NCLB	No Child Left Behind
SES	Socio-Economic Status
SPSS	Statistical Package for Social Sciences
TLEA	Total Learning Environment Assessment
UNESCO	United Nations Organization for Education, Science and Culture
UNICEF	United Nations Children's Fund

ABSTRACT

The purpose of this study was to investigate the school based factors influencing completion of education among public secondary school students. The objectives were to establish how teaching and learning resources, principals' administrative experience, availability of teachers and school curriculum influence completion of education among public secondary students. This study was guided by choice theory developed by William Glasser in the year 1998. The study targeted 1,860 students, 279 teachers and 31 principals and 31 public secondary schools in Mukurwe-ini District. The researcher used stratified random sampling to select 14 public secondary schools in order to ensure that all the categories (mixed gender, boys only, girls only, day and boarding schools) were included in the study. Census sampling was used to select 14 principals while random sampling was used to select 28 teachers and 182 form 1-4 students. Four students were selected from form 4 class, while the other 9 were selected from form 1-3 classes. Three students were selected from each class. The total sample size was 238 respondents. Questionnaires used for teachers with coefficient of 0.75 while that of students with coefficient of 0.78 and the interview schedule for the principal with coefficient of 0.72 were used for data collection. Reliability analysis was done through doing a test-retest method to student questionnaire and teachers' questionnaire using Pearson's Product Moment's Correlation was used to test reliability. Validity was ensured through discussion with the experts who included supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative methods and then presented in tables and graphs. Data collected was analyzed using Statistical Package for Social Sciences (SPSS). The findings were; availability of teaching and learning resources and school infrastructure influences students' completion, books, size of the classes and recreational facilities, chairs influences students completion rate. Students fail to complete their education due to inadequate classrooms. The teaching and learning resources influence completion rate of students to a greater extent. Principal administrative experience influence completion of education among public secondary school students to a great extent negatively. The study on the influence of the availability of teachers on students' completion indicated that teacher's availability influences completion rate of students to a great extent negatively. The inadequate number of teachers influences the completion rate of the students. The study found out that school curriculum influences completion rate of students to a greater extent negatively. The curriculum sets high expectations for students leading to students' incompleteness. Students are frustrated with the overloaded curriculum. This study can be replicated in other districts in order to give a reflection of the whole country on school-based factors contributing to students' incompleteness of their education. This will ensure better decision making on ways curbing this problem. There should be study to determine the extent to which principals administrative experience influence on learner's completion of secondary education. The curriculum developers should revise the curriculum to be manageable by students. The constant changing of the curriculum should be avoided to ensure stability in its implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An education system in any country is established as a result of the determination of the broader aims of Education, which are in line with the aspirations of the country. A School, in economic terms an industry which transforms a given quality of inputs into required outputs. Secondary schools fail to produce quality and quantity output due to numerous factors (Okumbe, 2001).

The issue of student completion in secondary schools has been given quite priority across various countries in the global scenes. In America for instance, there has been variation in student completion rate across various states. In Canada, high school completion has been able to increase by nearly 11 percentages between 1997 and 2010. This is simply because the government in that region has put completion of students as the first priority. Further, the education system has certainly encouraged "stay in school" programs, but broader economic and social factors have been more important than policy in contributing to Canada's impressive performance on completion (Conference Board of Canada, 2013).

In the other parts of America, the completion of students in some schools has been quite demanding. This has contributed a lot in the increased research

studies in the American education. According to Martin & Halperin (2006) the reports on high school completion and incomplete secondary school education conducted in region have concluded that approximately two thirds of final year students in their system of education get complete their studies four years later than the expected period.

In the African continent especially sub-Saharan African countries completion of secondary education is generally high for males as compared to female. A report provided by (UNICEF, 2012) indicated that most of the region (21 percent young women and 28 percent of young men) have completed secondary school. This reflection does not exclude Kenya as a country in the education sector.

Despite the steady growth in completion rate in both primary and secondary schools in Kenya, there are still a high number of students failing to complete school. According to Magondu (2011) the issue of completion rate in high secondary school and low transition rates remain some of the major challenges facing the education sector in Kenya. A study by KIPPRA (2006) shows that the survival rate from Form 1 to Form 4 is above 20 per cent, while those who survive from Form 1 to university is 1.69 per cent. This is a worrying trend bearing in mind that by 2015, the country is expected to meet the call for Education for All.

Students not completing secondary education in Nyeri County are a major problem. From 2008 to 2012 Nyeri County registered 233 secondary students who did not complete secondary education of which 34% the students were from Mukurwei-ini District. The issue of teachers, principal administration experience, and school curriculum has affecting the learning progress of students in schools (Nyeri Education Annual Report, 2012)

Table 1.1 shows the number of students who have not completed secondary schools in Nyeri County due to school based factors .It show that 71 students did not complete secondary education in Mukurwe-ini District for the last five years.

Table1.1 The Number of Students who did not Complete Secondary School Education in Nyeri County

Years	Years	Mukurwe-ini	Kieni .E	Kieni .W	Nyeri .C	Othaya	Mathira
2008	1	20	10	6	4	5	5
2009	7	7	11	8	7	2	3
2010	9	24	1	11	6	3	7
2011	8	15	3	4	5	0	8
2012	4	5	9	3	2	1	9
Total	29	71	34	32	24	11	32

Source; Nyeri County Education Office 2012

From the Table 1.1, the number of students incompleting secondary education is higher as evidenced in comparison to Tetu, Kieni East Kieni West, Nyeri Central, Uthaya and Mathira Districts respectively and therefore poses an academic concern.

Despite the Kenya government 2003 through the Ministry of Education embarking on reforms gearing towards attaining the education for all (EFA) (UNESCO, 2005), there are still quite a number of secondary students who do not complete secondary education in Mukurwe-ini District. Therefore it is necessary for a researcher to focus on school based factors influencing completion in Mukurwe-ini District so that necessary action may be taken to correct the anomaly.

1.2 Statement of Problem

Despite the increased campaigns and formulation of policies to encourage students' enrollment in schools, still the overall learning process of students and the completion of education among secondary school students 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 Millennium 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 students and especially in the public secondary schools.

This brings about to the question on what exactly may be the internal issues which affect the completion rate of students in public secondary schools.

Based on literature, there are indeed quite a number of studies (Enos, 2003; Macgowen, 2007; Michubu, 2005; Allen, 2006; Kamalludeen, 2012) which have been carried out on the completion of students in secondary schools. While a number of factors have been cited as raising school incompleteness. 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 Mukurwe-ini District, Nyeri County. This study was therefore needs to be carried out to investigate the school based factors influencing school incompleteness in public secondary schools in Mukurwe-ini District in Nyeri County.

1.3 Purpose of the Study

The purpose of the study was to investigate the school based factors influencing completion of education among public secondary schools students in Mukurwe-ini District in Nyeri County.

1.4 Research Objectives

This study was guided by the following research objectives:

- i) To determine the influence of the availability of teaching and learning resources on students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County.

- ii) To establish the influence of school principals' administrative experience on students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County.
- iii) To assess the influence of the availability of teachers on students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County.
- iv) To examine the influence of school curriculum on students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County.

1.5 Research Questions

This study was guided by the following research questions:

- i) What is the influence of the availability of teaching and learning resources on students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County?
- ii) How do school principals' administrative experience influence students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County?
- iii) What is the influence of the availability of teachers on students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County?
- iv) How does school curriculum influence students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County?

1.6 Significance of the Study

The study is expected to be significant to various stakeholders, including school administrators and policy makers. The findings may be used to bridge the existing gap in the field of school based factors influencing school completion. The findings may also assist the school administrators in understanding some of the school based factors influencing completion of education among public secondary students. The findings has a lot of significance particularly in providing measures that can be put in place to ensure that less students incomplete secondary school education. The findings of the study may provide insights to the policy makers towards designing and implementing sound policy framework that can be used to guide the process of improving school completion of education in public secondary schools. Owing to the existing gap in the studies on completion of education, this study is expected to add to the growing body of knowledge on school based factors influencing students' completion of education in public secondary schools. The study may form the basis for undertaking further studies in the field of school completion of education.

1.7 Limitations of the Study

The study was limited in terms of non-responsiveness. The respondents were not willing to provide information on school based factors influencing completion of education among secondary school students for fear of intimidation. The researcher however created a rapport with the respondents

and let them know that the collected data was only to be used for academic purpose.

1.8 Delimitations of the Study

This study only investigated school based factors influencing students' school completion of education among public secondary schools in Mukurwe-ini District, Nyeri County. The respondent of this study was limited to teachers, students and school principals in public secondary schools in this District.

1.9 Definitions of Significant Terms

Completion of education refers to the capability into which students are able to complete their studies.

Curriculum refers to the planned interaction of learners with instructional content, resources, and processes. It has also refers to an institution offering a four year course culminating in KCSE examination and which are governed using the government policies issued by the Ministry of Education.

Public schools refer to all the schools which are supported and managed by the government.

School based factors refer to factors pertaining to the school that influence school completion rate.

Teaching and Learning Resources refers to all the educational materials that are used in schools for the purpose of learning such as textbooks among others.

Students: refers to the input in a learning institution that is expected to benefit at the end of certain duration.

Principal: refers to person with the highest authority in an organization especially in certain school and colleges. It is also refers to as a trained teacher who has been appointed by the TSC to manage public secondary schools.

Teacher: refers to a person who impact knowledge and skills to students in a learning institution. Also refers to an individual who has undergone both academic and professional training at the level of a Diploma, Bachelor of Education or Master degree and employed by TCS on permanent and pensionable terms to teach in a public secondary schools.

Administrative: refers to an act of managing or controlling an organization affair.

Experience: refers to a process of gaining knowledge or skill over a period of time through doing things and seeing rather than studying.

1.10 Organization of the Study

This study is organized into five chapters as follows: chapter one provides the background to the study and the statement of the problem, research objectives and the research questions that will guide the study, significance of the study, delimitations and limitation of the study and definitions of the key terms. Chapter two consists of the literature review on the school based factors influencing completion of education among secondary school students.

Subheadings were, influence of teaching and learning resources on students completion of secondary education, influence of principal administrative experience on students completion of secondary education, influence of availability of teachers on students completion of secondary school education, influence of school curriculum on students completion of secondary school education and students completion of secondary education. The chapter also consists of summary of literature review, theoretical framework and conceptual framework.

Chapter three describes the research methodology. It provides the information on the target population, sample and sampling procedures, research instruments, instrument validity and reliability, administration of the instruments, data collections procedures and data analysis techniques. Chapter four consists of analysis and findings of data and discussed. While Chapter five consists of summary of study, conclusions, recommendations based on the analysis done in Chapter four.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on school based factors influencing students' completion of education in public secondary schools. The section includes the following sub-headlines: the influence of teaching and learning resources on student's completion of education, the principal administrative experience that influence completion of students secondary education, influence of the availability of teachers on completion of secondary education, how school curriculum influences completion of secondary education, conceptual framework and theoretical framework. The summary will be provided in the last part.

2.2 Administration Process

The concepts administration and management are more or less interchangeable in meaning. Fayol (1949) the French word 'administration' means what now understand as 'management' For the last forty years or so, however, the term 'management' has been understood as the narrower process of developing and maintaining procedures for example as in office administration. Administration is seen primarily as an aspect of organizing, 'Management' by comparison is also concerned with planning controlling and motivating staff.

Argyris (1960) organization are intricate human strategies designed to achieve certain objectives. According to Stewart (1994) organization provide means of working with others to achieve goals which are likely to be determined by whoever is the best position to influence a key characteristic of an organization.

Administration process is based on the three major elements of inputs, through puts/ conversion and output. Administration activities enhance the three elements. According to Pugh (1990) organization are systems of inter-dependent human beings, therefore in administration people depend on others for instance during planning organizing motivation and controlling activities.

Organizations are an open system and are influenced by what is happening out of the society (Michubu, 2005). It consists of structured activities and consists of human beings who are different. Administrators are meant to delegate duties to juniors in an organization.

2.3 Influence of Teaching and Learning Resources on Students Completion of Secondary Education

Teaching and learning resources have an influential role on student's completion of Education. Enos (2003) argues that under the free secondary education programme, every student is entitled to free writing materials like pencils, pens and exercise books. However, due to high enrollment rate in public secondary education, textbooks were being shared in the ratio of one

textbook to five students. Sharing of teaching and learning resources affects students' accessibility to the resources while at home and many have to do their homework early in the morning the next day when in school. This lowers students' motivation in education and end up performing poorly in their examinations. This in turn may lead to their retention or failure to complete their education.

Macgowen (2007) carried out a study on the impact of school teaching and learning resources on student achievement, attendance, behavior, completion rate and teacher turnover rate at selected Texas High Schools. School resources condition for the participating schools was determined by the Total Learning Environment Assessment (TLEA) as completed by the principal or principal's designee on high school campuses in Texas with enrollments between 1,000 and 2000 and economically disadvantaged enrollments less than 40%. Each school in the study population was organized by grades nine through twelve. The study found that student achievement, attendance and completion rate measures were not found to be statistically significant in relation to school facility conditions as measured by the Total Learning Environment Assessment (TLEA).

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. On financial resources it was established that head teachers were inadequately prepared to handle financial matters. The following recommendation was given: There is need to regulate the starting of new schools in particular regions after having ensured that the existing ones were having at least three streams and fully enrolled to minimize under utilization of teachers. Head teachers should be adequately prepared to make them effective financial managers.

The study that was carried out in Bungoma South District; its findings cannot be generalized to other districts in Kenya. Thus, the current study seeks to provide solid information on school based factors affecting students' school completion of education in public secondary schools in Mukurwe-ini District.

2.4 Influence of Principal Administrative Experience on Students

Completion of Secondary Education

The principal is the school administrator who is an educational leader that promotes the success of all students by facilitating the development, participation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal as a school leader plays a central role on student's completion rate. This is due to a fact that principals set high expectations and standards for the academic and social development of all students and their performance. Clearly, instructional

programs improve in communities where stakeholders share a vision for student success that is based on common values, traditions, and beliefs play pivotal roles in helping constituents develop a common set of instructional goals and objectives for all students (Hughes, 1999).

Effective principals create an environment that fosters academic and social success for students with disabilities (CEC, 2001). Their behaviors convey a clear message that their schools are learning communities in which students and adults continually expand their capacity to create desired outcomes. Collaboration ensures that all students are included in academic programs and high completion rates. Principals who recognize their responsibility for the education of all students and serve as the instructional leaders for all staff members improve not only the educational opportunities for students and others at risk for school failure but also ensuring a successful students' completion (Lip sky & Gartner, 1997).

Michubu (2005) carried out a study to investigate the factors influencing enrollment and completion rates in public secondary schools in Meru North District in Nyeri County. Evidence from the ground indicated cases of non-enrollment of students in form one and non-completion in form four. This therefore translates into some degree of education inefficiency. Analysis of data revealed several factors that contribute to non-enrollment and non-completion of students in form one and form four respectively. They included; inability to pay school fees, opportunity costs, poverty levels, gender issues,

initiation ceremonies and traditions, indiscipline, overloaded curriculum, early marriages, drugs, policies and politics within education sector and parental interest in education.

The study suggested that the roles that can be played by head teachers and parents in promoting rates of enrollment and completion included sensitizing the community on need for education, designing a market strategy to popularize their schools through effective implementation of curriculum, proper guidance and counseling to the children, mobilizing the community to assist needy students among others. This study tries to expose various factors affecting school completion rate in public secondary schools in Meru North District Kenya. However, its contribution is limited due to geographical scope since the current study seeks to examine the factors affecting students' completion rates in public secondary schools in Mukurwe-ini District in Nyeri County, Kenya.

The principal as a school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. This implies that school administrators typically are responsible for communicating with teachers, families, and other members of the school community about student's completion in education programs and services. In order to promote the success and completion of all students, principals need a working knowledge of IDEA and No child Left behind (NCLB) so they can help educate their constituencies about the law and its day-to-day instructional implications

(Thomas, 2000). Principals must therefore be able to garner public understanding and support for educational programs that serve the needs of all students (Monteith, 2000).

Bateman & Bateman (2001) conducted a study and recommended that principals need to establish and enforce academically focused policies and procedures, provide support for instructional efforts and create learning communities that encourage growth, excellence, and professional risk taking. They further indicate that effective principals also need to be knowledgeable about organizational structures that can support teachers and students, such as year-round schools, interactive teaming, co-teaching, and extended high school completion plans.

The aspect of principal differences may also be raised as a major issue which may contribute to completion rate status of students in schools. Various principals have different experiences in handling students in schools. Previous studies (Gootman and Gebeloff, 2009; Eberts and Stone, 1988) carried to investigate the principals past experience have observed that the principals who had rich experience in the position either as the principal or the assistant are in a position to solve various issues within their schools as to enhance the overall performance of the school. As such, this study intended to come out with a clear data on the influence of school principals' administrative experience on students' completion rate in public secondary schools in Mukurwe-ini District, Nyeri County.

2.5 Influence of the Availability of Teachers on Student Completion of Secondary School Education

Teachers play a significant role on students' completion rate in schools. The increasing number of children in schools has not been matched with proportionate training and deployment of teachers. In fact, the government's freeze on employment of teachers is yet to be lifted. Deteriorating student/teacher ratios, poor remuneration of teachers and the lack of housing for teachers will continue to present challenges on the achievement of quality primary and secondary education leading to lower academic and completion rates among students (Thomas, 2001). The freeze on employment of primary school teachers continues against rising demands. Piecemeal recruitment of teachers adopted by the government is not adequate to address the shortages especially in secondary schools.

Allen (2006) conducted a study on the role of teacher immediacy as a motivational factor in student learning in the US. The study used a meta-analysis to derive correlations between the variables of teacher immediacy, cognitive learning, and affective learning. A model was constructed such that the perception of teacher immediacy, a behavior, generates an intermediate outcome of affect, a motivation, which in turn increases cognitive learning outcome. The data across all the included investigations are consistent with that model. The results suggest that high levels of teacher immediacy function as a means of increasing the motivation of a student to learn, and that such

motivation increases the cognitive mastery of material as well as the completion level of the student.

Teacher training may be brought out as another factor which may influence the overall learning progress of students in schools and hence affecting their completion. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject.

Angrist and Lavy (1998) carried a study entitled “Does Teacher Training Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools” In the study, the researchers estimated the effect of in-service teacher training on pupil's reading and mathematics achievement elementary schools in Israel. The research used a matched-comparison design, which exploits the fact that only a few schools received extra funds for training. The results suggested that the training received by teachers led to an improvement in their pupils' test scores. In the context of this study, some students who consistently fail to perform well in their classes as a result of a teacher may tend to avoid the learning process and this may influence their concentration and attention to learning. If not taken care of, then some of the students opt to incomplete secondary school education and hence reducing the overall completion rates of students in that particular school. Thus, besides training this study intends to unhide the various teacher related factors which may influence the overall completion rate of students in public secondary schools.

2.6 Influence of School Curriculum on Students Completion of Secondary School Education

School curriculum plays a key role in students' completion rate in secondary schools. This is due to a fact that the curriculum is highly overloaded making it hard for teachers and students to cover the intended syllabus (Bell, 2001). Various reforms necessary in secondary schools have to be made in order to achieve maximum students' completion rate in public secondary schools.

One important aspect of the school environment is the formal curriculum the set of courses taken by a student. The high school curriculum can be viewed as a socially structured set of opportunities and constraints. An individual course may represent an opportunity for inspired learning, establishing social connections, boredom, or discouragement. The combination of all courses taken throughout a high school career significantly defines a student's place within the social organization of the school and determines, in part, the paths that a student follows after high school (Plank, DeLuca, and Estacion, 2008).

A previous study was carried out by Kamalludeen (2012) in America to investigate the influence of curriculum track and Curriculum and Technical Education (CTE) program areas on dropout likelihood while controlling for possible individual differences. Analysis was conducted via Hierarchical Generalized Linear Modeling (HGLM) due to the nested data structure of Education Longitudinal Study of 2002 (ELS).

Variables included were academic background, academic and career aspiration, school-sponsored activity participation, school minority composition, school average student socio-economic status (SES), school type (private or public), school urban city, CTE courses offered at the school, and demographic indicators (gender, race, and SES). Findings reflect higher dropout likelihood among general curriculum participants than academic and occupational concentrators after controlling for all possible individual differences.

Fullan (2001) indicates that the secondary school curriculum should be reviewed and streamlined. This will make its implementation cost effective, while making it more manageable and ensure students properly grasp concepts from the core subjects. Such streamlining would reduce teachers' excuses to mount extra tuition lessons, which has become common in the schools.

In trying to establish how difference in curriculum influences the completion rates of students, Plank (2001) carried out a study which was set to investigate the differences between students of different curriculum tracks in terms of their achievement, post-secondary destinations, and also dropout status. He found that there is a pattern observed between course-taking and probabilities of incompleteness of secondary education in which students who are at-risk tend to have the lowest dropout probability when the ratio between career education and academic courses they have taken is near 1. This study contributes some information regarding the influence of curriculum on student's completion. It

may be observed that, a curriculum is the heart of schooling; this factor should be carefully studied in terms of its impact on students and how well it serves the purpose of today's ever-challenging global situations. Hence, there is need for this study to be carried out to check on the influence that it has on the completion of education among public secondary schools students.

In student completion of education, students are the raw materials of the school system. All systems and groups in the school act in concert to aid the process of teaching and learning (Charles, 2009). As such the BOG, PTA, the staff and the subordinate focus all efforts towards the achievement their targets. According to Okumbe (2001) a school is an open system which interacts with the environment, rely for essential inputs and discharge its outputs.

Completion of secondary education which relies on output of an organization is more valued in Kenya system of education. According to Okumbe (2001) secondary education serves as a foundation of one life and basic requirement of University admission. In America, the completion of student has been quite demanding. According to Martin & Halperin (2006) the report on high School completion concluded that approximately two third of final year students in their system of education complete their studies on time. According to Magonda (2011) the issue of completion rate high school remains major challenge facing the education sector in Kenya.

2.7 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 students in 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 secondary school education rates of students and did not exhaustively look on the areas of school related factors which influence the student completion rates in public secondary schools. Hence, there is need for this study to be carried out to exhaustively investigate on the school factors influencing completion among secondary school students in Mukurwe-ini District, Nyeri County.

2.8 Theoretical Framework

The study is based on a theory developed by William Glasser 1998 states that a person's behavior is inspired by what that person wants or needs at that particular time, not an outside stimulus. Glasser states that all living creatures control their behavior to fulfill their need for satisfaction in one or more of these five areas: survival, to belong and be loved by others, to have power and importance, freedom and independence, and to have fun.

The concept brought about by Choice theory is that, the attainment of given objectives to an individual are highly influenced by the choices that they make. Reflecting on the decisions and actions is very crucial especially when it entails to the success of any given organization. In this case, the ability of the school environment to enhance students' completion is dependent on the choices made by the school administration pertaining to its relevance in the learning environment.

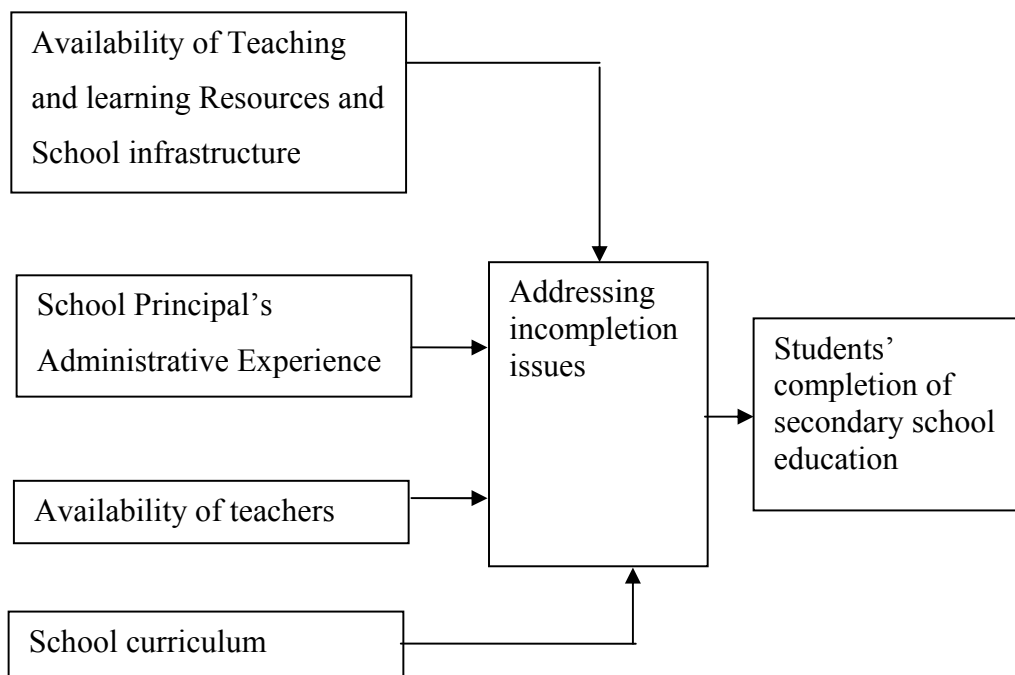
The school environment which has been conceptualized in this study as to have effect on the overall students' completion in secondary education is prescribed as to highly being influenced by the choices made by the key stakeholders in the schools. For instance, the availability of teaching and learning resources or the conditions of the school infrastructure are highly dependent on the choices that the school administration may put on them. Some of the schools take these as first priority and hence they provide adequate resources to schools. Moreover, the choices made in the recruitment of teachers, administration of financial resources and formulation of school policies are very critical in enhancing learning of students in schools.

2.9 Conceptual Framework

The conceptual framework of this study was based upon the notion that the dependent variable (Students' completion in public secondary schools) depends upon various independent variables (availability of teaching and learning resources and school infrastructure, school principal's administrative

experience, availability of teachers and school curriculum). This relationship is further summarized in Figure 2.1

Figure 2.1: School Based Factors Affecting Students' Completion in Secondary Schools



As it has been conceptualized by the figure, the students' completion in public secondary schools depend on the availability of teaching and learning resources and school infrastructure, school principals' administrative experience, availability of teachers and school curriculum. This means that if these issues are not adequately addressed within the school environment then there will lead incompleteness of secondary Education. It will be positive, if the issues are fully addressed. The schools will retain secondary student in school. As such, this study sets to investigate how these factors would affect the students' completion in public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology that was used in this study and provides a general framework. The chapter presents details of the research design, target population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research Design

The research design of this study was based on descriptive survey design which was used mainly because it is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables. The design allowed use of various methods of data collection such as interview guides and questionnaires. It also makes use of standardized questions where reliability of the items is determined (Owen, 2002).

3.3 Target Population

A population is any set of persons or objects that possesses at least one common characteristic (Busha & Harter, 1980). The target population for this study consisted of the 31 public secondary schools, 31 principals, 279 teachers and 1,860 students from form 1-4 classes in Mukurwe-ini District. In total, the

target population was N=2,201 respondents. This population was expected to provide vital information on the impact of school based factors on students' completion in public secondary schools.

3.4 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (1999) a sample is a smaller group or sub-group obtained from the accessible population. This subgroup was carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject, respondent or interviewees.

The study sampled 45% of the 31 public secondary schools to involve 14 public secondary schools in Mukurwe-ini District. This is because Jwan (2010) advocates for 30% to 50% as an adequate representative sample for a descriptive survey design. In this study the researcher used stratified sampling to select 14 schools in order to ensure that all the school categories (mixed gender, boys only, girls only and boarding schools) are included in the study. The study used census sampling to select 14 principals. Paton (2002) indicates that 10% of the target population is representative of a descriptive survey design. The researcher therefore sampled 10% of 279 teachers and 1860 students from form 1-4 to get a sample size of 28 teachers; 2 teachers per school and 186 students from form 1-4 classes. Random sampling was used to sample the 28 teachers and 186 form 1-4 students. Random sampling was necessary so that opinions and views collected represented the whole spectrum

of the society that lives in Mukurwe-ini District. Stratified sampling assured the researcher that the sample is representative of the population in term of critical factors that have been used as basis for stratification. It also assured the researcher adequate cases for sub-group analysis. Borg and Gall 1986 concedes that stratified sampling is appropriate where the research problem require comparison between various groups. In total the sample size was (n=238).

Table 3.1: The Summary of the Respondents

	Target Size	Sample Size	Percentage (%)
Schools	31	14	45
Principals	31	14	45
Teachers	279	28 (2 per school)	10
Students (1-4)	1,860	182 (13 per school)	10
Total	2201	238	-

3.5 Data Collection Instruments

The data collection instruments that were used in this study include **questionnaires** for students and teachers and interview guide for principals. According to Mugenda and Mugenda (1999) the questionnaire was structured based on the main research questions. The first section covered demographic characteristics of respondents. The students and teachers questionnaire was into five parts. Part A elicited demographic information. Part B sought information on influence of teaching and learning resources on students' completion of secondary education. Part C gathered information related to

principal administration experience on student completion of secondary education. Part D gathered information on how availability of teachers influenced completion of secondary education. Part E gathered information on how school curriculum influence completion of secondary education.

Interview Guide was used to gather information from the principals on factors influencing completion of secondary school education among students. The interview guide had 3 sections, part A covered demographic characteristic of the respondents, part B sought information on completion rate in their school, part C gathered information on school based factors affecting the completion of students education in secondary schools. Part D gathered information on measures should be taken to enhance completion of education among public secondary schools.

3.6 Validity of the Instruments

Validity refers to the degree to which evidence and theory support interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure.

According to Mugenda and Mugenda (1999) validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The researcher validated the research

instruments in terms of content and face validity. For validation to be achieved the study was also conducted a pilot testing.

The validation of the questionnaires and interview schedule was done through the following ways: the researcher requested research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study. They were asked to read, judge, make recommendations and give feed back to the researcher.

Face validity concerns the extent to which the researcher judges that the instrument is appropriate. The researcher consulted research experts to verify whether the instruments are valid. After the construction of the questionnaires and interview schedule the researcher reviewed items with the help of supervisors, lecturers and scrutiny of peers. The suggestions given were incorporated to validate the instruments.

3.7 Reliability of Research Instruments

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and consistently obtain the same results over a period of time. Test-retest method was used to test the variability of the instruments. This is because, it shows the

consistency of subject scores obtained by the instrument over time (Kasoma, 2007).

According to Punch (2008) Test-retest is the Administration of an instrument at two points in time. Punch (2008) contends that a correlation co-efficient of above 0.70 indicates that instrument is reliable. The teachers and students questionnaires were administered twice to check their reliability. Oral interview was conducted to principals twice to check the reliability of an interview guide.

A Pearson product's moment correlation co-efficient formula was used using the formula below.

$$R = \frac{N\sum xy - (\sum x)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2 (N\sum Y^2 - \sum XY^2)}}$$

$\sum X$ =sum of scores in X distribution
 $\sum Y$ =sum of scores in Y distribution
 $\sum X^2$ =sum of squared scores in x distribution
 $\sum Y^2$ =sum of squared scores in y distribution
 $\sum xy$ =sum of the product of point x and y scores
 N =the number of point x and y scores

The co-efficient for the teacher questionnaire was 0.75 that of student had a co-efficient of 0.78 while interview schedule for principals had a coefficient 0.72 hence the instrument were reliable.

3.8 Data Collection Procedure

Data collection is referred to as a process of gathering information from respondents or interviewees. This is done through the use of research instruments (Mugenda and Mugenda 1999). The permission to carry out research was obtained from the National Council for Science and Technology under ministry of higher education. The principal of the secondary schools sampled was contacted with the aim of seeking permission to collect data and to explain the purpose of the study. Once this was done, the researcher distributed the questionnaires to students and teachers after one day.

The researcher made an appointment with the principals to schedule for an interview. The interview was conducted in a conducive atmosphere while assured the participants confidentiality of the identity. The researcher made personal follow up to ensure that all the questionnaires were received back .Assistance from the school administration was sort, in the course of data collection when dealing with teachers and students.

3.9 Data Analysis Process

Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire was coded and entered into the computer for computation of descriptive statistics. The Statistical Package for Social Sciences (SPSS version 20) was used to run descriptive analyses to produce frequency distribution and percentages. Tables were also used to present the data.

The qualitative data generated from interview guide was categorized into themes in accordance with research objectives and reported in narrative form. The qualitative data was used to reinforce the quantitative data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and findings of the study. It outlines the questionnaire return rate and demographic characteristics of the respondents. It represents the descriptive data from the sample population used in the study. It provides general information of the study sample population on principal administration experience, availability of teachers, teaching and learning resources, infrastructure and school curriculum influence completion of education among public secondary school students in Mukurwe-ini District, Nyeri County.

4.2 Response Rate

Out of 214 questionnaires administered to the 28 teachers and 186 students 28 questionnaires from the teachers and 150 questionnaires from students were filled and returned. The researcher interviewed 9 principals giving 100% response rate, which was considered satisfactory to make conclusion for the study.

Mugenda and Mugenda (2003) stated that 50 percent response rate is adequate, 60 percent good and above 70 percent rate very good. This implies that basing on this assertion; the response rate in this case of 64.28 percent for principals

was good, 100 percent for teachers was very good and 86.6 percent for students was very good as shown in the Table 4.1.

Table 4.1: Response Rate

Respondents	Issued	Returned	%
Principals	14	9	64.28
Teachers	28	28	100
Students (Form 1-4)	186	150	86.6
Total	228	193	

4.3 Background Information of the Respondents

The researcher sought to establish: A, the students' gender and age, B teachers' gender and age were experience and highest level of education.

4.3.1 Background Information for Students Gender

The students were asked to indicate their gender, this aimed at establishing whether both gender participate in study on equal basis. The gender distribution of respondents was as indicated in Table 4.2.

Table 4.2: Background Information for Students Gender

Demographic Information		Frequency	%
Gender	Male	86	57
	Female	64	43
Total		150	100

The data on Table 4.2 shows that the highest proportion (57%) of the respondents was male while 43% were female. There was no gender balance as both male and female had different frequencies. A study by Chanila (2003) indicated that male are majority. The less number of female students indicates that girls participation in education and less complete secondary education they think that education is preserved for males.

4.3.2 Age of the Students (Form 1 – 4)

The students (form 1-4) were asked to indicate their age. This aimed at establishing influence of school based factors on completion of education among secondary students in public schools. The results are shown in the table 4.3.

Table 4.3: Age of the Students (Form 1 – 4)

Demographic Information		Frequency	%
Age	Below 15 years	66	44
	16 – 18 years	57	38
	Above 19 years	27	18
Total		150	100

The data on Table 4.3 shows that the highest proportion (44%) of the students was of below 15 years. The ages of students indicated that the students were old enough to understand the school based factors influencing completion

among public secondary school students in Mukurwe-ini District, Nyeri County. This indicates that the study response is a view of both gender.

4.4 Background Information of the Teachers

The researcher also sought to establish the background information about the teachers. Background information of the respondents was considered paramount because generalizations and conclusions are based on the characteristic of the respondents, their opinions, attitude and experiences. The demographic information includes teachers' gender, age, work experience, and highest level of education.

4.4.1 Gender of the Teachers

Teachers were required to show their gender. The responses were as shown in Table 4.4.

Table 4.4: Teachers' Gender

Items		Frequency	%
Gender	Female	13	46
	Male	15	54

The data on Table 4.4 shows that the highest proportion (54%) of the teachers surveyed were male. There was no gender balance. Less number of female teachers as establish by this study indicates girls' participation in education is

low because there are no role models for the girls. This might result to incompleteness of secondary school education among the girls.

4.4.2 Age of Teachers

Teachers were asked to indicate their age. The age of respondents varied from one category to the other as shown in Table 4.5.

Table 4.5: Age of Teachers

Items		Frequency	%
Age	25 years and below	4	14
	26-30 years	12	42
	31-35 years	6	21
	36 years and above	6	21

The data on Table 4.5 shows that the highest proportion (42%) were aged between 26 years and 30 years. From the findings teachers of middle age and above were more mature enough with adequate teaching experience to provide analytical opinion on the influence of school based factors in student completion of secondary education.

4.4.3 Teachers' Level of Education

Table 4.6: Shows teachers' level of education

Items		Frequency	%
Education level	Certificate	0	0
	Diploma	7	25
	Degree	19	68
	Masters	2	7
	PhD	0	0

The data on Table 4.13 shows that the majority of the teachers surveyed, (68%) had a degree as their highest education level. This implies that they had the necessary qualification to provide information on completion of secondary education.

4.4.4 Teachers' Work Experience

Table 4.7: Teachers' Work Experience

Items		Frequency	%
Working experience	5 years and below	7	25
	6-10 years	12	42
	11-15 years	7	26
	16 years and above	2	7

The data on Table 4.8 shows that the highest proportion (42%) worked for 6 – 10 years working experience. From the analysis, most teachers were trained

and qualified to handle the students. The years of experience were relevant which may help the teachers to give insight on how to handle students during learning.

Ghuman & Lloyd (2007) describes a shortage of female teachers influencing completion among public secondary school students. This is in agreement with GOK (2007) that cited lack of role models as a determinant of the gender disparities in education in Kenya. Affirmative action is required to appoint and deploy qualified female administrators in education and other sectors to act as role models. In teacher training intakes the under-represented gender should ensure that the guidance and counseling departments are well represented by both genders.

4.5 Influence of the Availability of Teaching and Learning Resources on Students' Completion

The reseracher studied the influence of the availability of teaching and learning resources on students' completion by investigating if students think teaching and learning resources have any influence on the completion rate, if students various teaching and learning resources influence the completion rate of students, if most students fail to complete their education due to inadequate classrooms, if student do not complete their education as a result of very few books in the schools for studies, if students incomplete secondary school education due to the poor conditions of the school facilities, if students do not complete their education because the curriculum is too demanding and complex for them to work with and if students incomplete secondary school

education because the curriculum is too demanding and complex for them to work with. The researcher studied if teaching and learning resources have influence on students' completion of secondary education. The findings are presented in Table 4.8.

Table 4.8: Teaching and Learning Resources Influence Students' Completion of Secondary Education

Response	Frequency	%
Yes	93	62
No	20	13
Not sure	37	25
Total	150	100

The data on Table 4.9 shows that the majority (62%) of the students agreed that teaching and learning resources have influence on students' completion of secondary education. This implies that teaching and learning resources is a school based factor influencing completion among public secondary school students in Mukurwe-Ini District.

Teaching and learning resources have an influential role on student's completion of Education. Enos (2003) argues that under the free secondary education programme, every student is entitled to free writing materials like pencils, pens and exercise books. However, due to high enrollment rate in public secondary education, textbooks were being shared in the ratio of one textbook to five students. Sharing of teaching and learning resources affects

students' accessibility to the resources while at home and many have to do their homework early in the morning the next day when in school. This lowers students' motivation in education and end up performing poorly in their examinations. This in turn may lead to their retention or failure to complete their education.

The researcher asked students whether various teaching and learning resources affected students' completion of secondary school education. The findings are presented in Table 4.9.

Table 4.9: Students response on whether Teaching and Learning Resources influence completion of Secondary Education

Resource	Yes	No
Textbooks	102 (68%)	48 (32%)
Curriculum	89 (59%)	61 (41%)
Size of the classes	91 (61%)	59 (39%)
Recreational facilities (fields, sport centers etc.)	87 (58%)	63 (42%)
Desks and chairs	122 (81%)	28 (19%)

The data on Table 4.9 shows that majority of the students (68%) indicated that textbooks are one of the learning resources influencing completion of education among secondary students. This concurs with Charles (2009) who found out that schools that lacked adequate provision of teaching and learning resources, greatly hindered 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. This caused the students to give up on their studies.

The data on Table 4.9 shows that the highest proportion (59%) indicated that curriculum influences completion of education by students. This finding agrees with Bell (2001) who indicated that school curriculum plays a key role in students' completion rate in secondary schools. This is due to a fact that the curriculum is highly overloaded making it hard for teachers and students to cover the intended syllabus.

The data on Table 4.9 shows that majority (61%) indicated the size of the classes influences completion of students' secondary education. A study by Macgowen (2007) concur that student achievement, attendance and completion rate measures were not found to be statistically significant in relation to school facility conditions as measured by the Total Learning Environment Assessment (TLEA).

The data on Table 4.9 shows that the highest proportion (59%) indicated that recreational facilities influences completion of students' secondary education. This implies that school facilities such as recreational influences students' completion of secondary education.

The data on Table 4.9 shows that the highest proportion (81%) indicated desks and chairs to be influencing on students completion of secondary education.

This implies that teaching and learning resources has a major influence on completion of secondary education.

The researcher determined if students fail to complete their education due to inadequate classrooms. Teachers were asked why students' fail to complete secondary education due to inadequate classes. The findings are presented in Table 4.10.

Table 4.10: Students fail to complete their Education due to Inadequate Classrooms

Response	Frequency	%
Strongly agree	11	39
Agree	8	28
Undecided	0	0
Disagree	9	33
Strongly disagree	0	0
Total	28	100

The data on Table 4.10 shows that the highest proportion of the teachers, (39%), strongly agreed that students fail to complete their education due to inadequate classrooms. This implies that student's do not complete their secondary education due to inadequate classes in schools in the district. Charles (2009) carried out a study on internal efficiency measures in promotion

of access and completion of education 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. On financial resources it was established that head teachers were inadequately prepared to handle financial matters.

The following recommendation was given: There is need to regulate the starting of new schools in particular regions after having ensured that the existing ones were having at least three streams and fully enrolled to minimize underutilization of teachers.

The researcher asked teachers if students' incomplete secondary school education because of inadequate books in schools. The findings are presented in Table 4.11.

Table 4.11: Students Incomplete secondary school education because of Inadequate Books in Schools

Response	Frequency	%
Strongly agree	15	53
Agree	8	28
Undecided	0	0
Disagree	3	11
Strongly disagree	2	8
Total	28	100

The data on Table 4.11 shows that the highest proportion of the teachers, (53%), strongly agreed that student's incomplete secondary school education because of inadequate books in schools.

The researcher asked teachers if students' incomplete secondary school education due to the poor conditions of the school facilities. The findings are presented in Table 4.12.

Table 4.12: Students incomplete secondary education due to the Poor Conditions of the School Facilities

Response	Frequency	%
Strongly agree	26	93
Agree	2	7
Undecided	0	0
Disagree	0	0
Strongly disagree	0	0
Total	28	100

The data on Table 4.12 shows that the majority (93%) of teachers strongly agreed that student's incomplete secondary school education due to the poor conditions of the school facilities. This might mean that the school facilities have more influence on students' completion of secondary education. In particular girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they do not they may miss school that week and find it hard to catch up, which makes them more likely to incomplete of secondary school education altogether (Lizettee, 2000).

The researcher asked students the extent to which teaching and learning resources influence completion rate of students. The findings are presented in Table 4.13.

Table 4.13: Extent to which Teaching and Learning Resources Influence Completion of Education among Public Secondary Students

Response	Frequency	%
To a greater extent	124	83
To some extent	11	7
Not at all	6	4
Not sure	9	6
Total	150	100

The data on Table 4.13 shows that the majority of the students, (83%), indicated that teaching and learning resources influence completion of secondary education among students to a greater extent. This means that teaching and learning resources influences students completion of secondary education in school. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school, or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005).

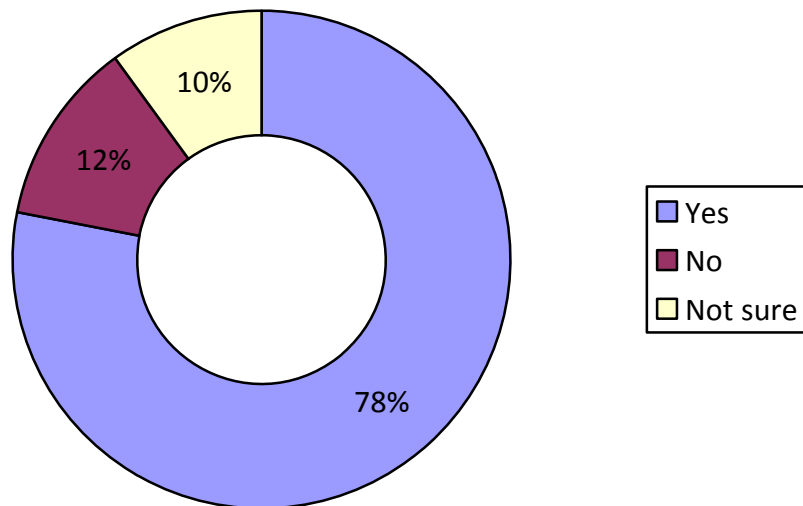
4.6 Influence of School Principals' Administrative Experience on Students'

Completion

The study determined the influence of school principals' administrative experience on students' completion of secondary education, if principals lack of competence can result in students incompleteness of secondary school education because of poor management of the school. The relationship of the principal and the students affects their completion of secondary education, if the principals performance of his pedagogical role affects the completion of the students in the school, if principals lack of understanding of students culture leads to high incompleteness rate, if the principal unable to meet students, leads to students incompleteness of secondary education and if the principal sets policies that are not academically focused, thus frustrating students who end up incompleteness of secondary education.

The researcher asked whether the principals' administrative experience had influence on students' completion of secondary education. The findings are presented in Figure 4.1.

Figure 4.1: Principal’s Administrative Experience Influences Completion of Secondary Education among Students



The data on Figure 4.1 shows that majority of the teachers, (78%), agreed that principals’ administrative experience has influence on student’s completion rate. The principal is the school administrator who is an educational leader that promotes the success of all students by facilitating the development, participation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal as a school leader plays a central role on student’s completion of education. This is due to a fact that principals set high expectations and standards for the academic and social development of all students and their performance (Hughes, 1999).

The researcher asked students if students’ incomplete secondary school education due to principals’ poor management of school. The findings are presented in Table 4.14.

Table 4.14: Students Incomplete secondary school education from School due to Principals' Poor Management

Response	Frequency	%
Strongly agree	71	47
Agree	32	21
Undecided	11	7
Disagree	20	14
Strongly disagree	16	11
Total	150	100

The data on Table 4.14 shows that the highest proportion (47%), strongly agreed that students incomplete secondary school education due to principals' poor management of school. Effective principals create an environment that fosters academic and social success for students (CEC, 2001). Their behaviors convey a clear message that their schools are learning communities in which students continually expand their capacity to create desired outcomes. Collaboration ensures that all students are included in academic programs and high completion rates (Lip sky & Gartner, 1997).

The researcher asked students if the relationship of the principal and the students affects their completion rate. The findings are presented in Table 4.15.

Table 4.15: The Relationship of the Principal and the Students affects Completion of Education among Secondary Students

Response	Frequency	%
Strongly agree	86	57
Agree	12	8
Undecided	4	3
Disagree	22	14
Strongly disagree	26	18
Total	150	100

The data on Table 4.15 shows that slightly over a half (57%), strongly agreed that the relationship of the principal and the students affects their completion of secondary education. This means that principal and students' relationship has a role to play in student's completion of secondary education. Evidence from the ground indicated cases of non-completion in form four translates into some degree of education inefficiency

The researcher asked teachers if the principal's performance of pedagogical role affects the completion of education among secondary students. The findings are presented in Table 4.16.

Table 4.16: The Principal’s Performance of Pedagogical Role affects the Completion of Secondary Education among Public School Students

Response	Frequency	Percent
Strongly agree	26	63
Agree	1	29
Undecided	1	0
Disagree	0	8
Strongly disagree	0	0
Total	28	100

The data on Table 4.16 shows that the highest proportion (63%), strongly agreed that principal’s performance of pedagogical role affects the completion of secondary education among public school students. one was undecided to the statement. This strongly indicated that principal’s pedagogical role influences students’ completion in secondary education.

The researcher asked students if principals’ lack of understanding of student’s culture leads to high incompleteness of secondary education. The findings are presented in Table 4.17.

Table 4.17: Principals Lack of Understanding of Student’s Culture Leads to High Incompletion of Secondary Education

Response	Frequency	%
Strongly agree	76	51
Agree	26	17
Undecided	14	9
Disagree	9	6
Strongly disagree	25	17
Total	150	100

The data on Table 4.17 shows that the highest proportion (51%), strongly agreed that principals’ lack of understanding of student’s culture leads to high dropout rate. The principal as a school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

This implies that school administrators typically are responsible for communicating with teachers, families, and other members of the school community about student’s completion in education programs and services. In order to promote the success and completion of all students, principals need a working knowledge of IDEA and No child Left behind (NCLB) so they can help educate their constituencies about the law and its day-to-day instructional implications (Thomas, 2000). Principals must therefore be able to garner public

understanding and support for educational programs that serve the needs of all students (Monteith, 2000).

The researcher asked students if principal unable to meet students' leads to students incompleteness of secondary education. The findings are presented in Table 4.18.

Table 4.18: Principal unable to meet Students' may leads to Students Incompletion of Secondary Education

Response	Frequency	%
Strongly agree	54	37
Agree	13	8
Undecided	40	26
Disagree	19	12
Strongly disagree	24	17
Total	150	100

The data on Table 4.18 shows that the highest proportion of the students, (37%), strongly agreed that principal unable to meet students' leads to students' incompleteness of secondary education. Bateman & Bateman (2001) conducted a study and recommended that principals need to establish and enforce academically focused policies and procedures, provide support for instructional efforts and create learning communities that encourage growth, excellence, and professional risk taking.

They further indicate that effective principals also need to be knowledgeable about organizational structures that can support teachers and students, such as year-round schools, interactive teaming, co-teaching, and extended high school completion plans.

The researcher asked teachers the extent to which principal administrative experience influence completion rate of students. The findings are presented in Table 4.19.

Table 4.19: Extent to which Principal Administrative Experience Influence Completion of Secondary Education among Public Schools

Response	Frequency	%
To a greater extent	19	68
To some extent	2	7
Not at all	0	0
Not sure	7	25
Total	28	100

The data on Table 4.19 shows that majority (68%) of the teachers indicated that principal administrative experience influence completion of education among secondary students to a great extent. The aspect of principal differences may also be raised as a major issue which may contribute to completion of education status among secondary students in schools.

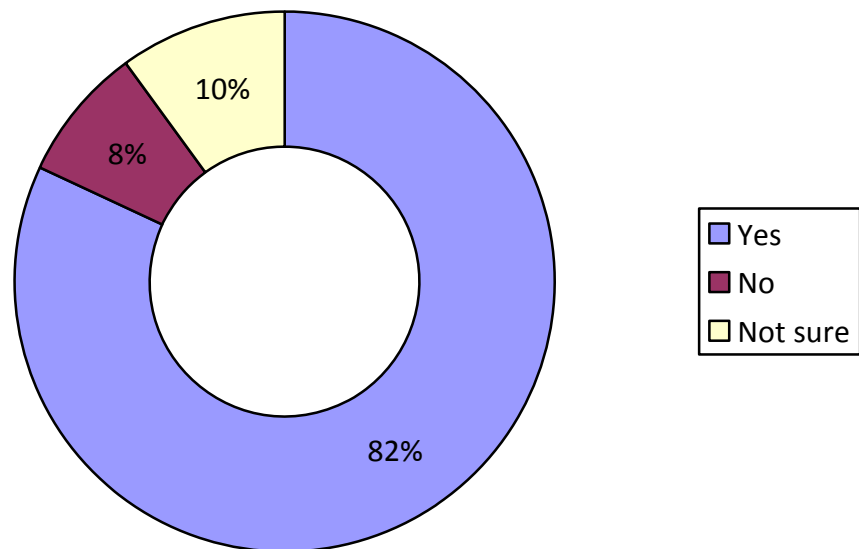
Various principals have different experiences in handling students in schools. Previous studies (Gootman and Gebeloff, 2009; Eberts and Stone, 1988) carried to investigate the principals past experience have observed that the principals who had rich experience in the position either as the principal or the assistant are in a position to solve various issues within their schools as to enhance the overall performance of the school. As such, this study intends to come out with a clear data on the influence of school principals' administrative experience on students' completion of education in public secondary schools in Mukurwe-ini District, Nyeri County.

4.7 Influence of the Availability of Teachers on Students' Completion of Secondary Education

The researcher sought to find out the influence of the availability of teachers on students' completion. The respondents were to state whether teachers availability has influence on the completion rate of students, if poorly trained teachers lead to high rates of students' incomplete secondary school educations, if inadequate number of teachers influences the completion of education among secondary students, if constant absenteeism of teachers leads to high incompleteness of secondary education, if the behaviour and conduct of teachers influences the completion of education among secondary students and the extent to which teachers availability influences completion of secondary education among public students.

The researcher asked students if teachers have any effect on the completion of education among secondary students. The findings are presented in Figure 4.2.

Figure 4.2: Teachers have Effect on the Completion of Education among Public Secondary Students



The data on Figure 4.2 shows that majority 123 (82%) of the students agreed that teachers have any effect on the completion rate of students. Teachers play a significant role on students' completion of education among public secondary students. The increasing number of children in schools has not been matched with proportionate training and deployment of teachers. Infact, the government's freeze on employment of teachers is yet to be lifted.

Deteriorating student/teacher ratios, poor remuneration of teachers and the lack of housing for teachers will continue to present challenges on the achievement of quality primary and secondary education leading to lower academic and completion of secondary education among students (Thomas, 2001).

The freeze on employment of primary school teachers continues against rising demands. Piecemeal recruitment of teachers adopted by the government is not adequate to address the shortages especially in secondary schools.

The researcher asked students if poorly trained teachers lead to high rates of students' dropouts. The findings are presented in Table 4.20.

Table 4.20: Poorly Trained Teachers Lead to High Incompletion of Students' incompletion of secondary education

Response	Frequency	%
Strongly agree	77	51
Agree	12	8
Undecided	5	3
Disagree	36	24
Strongly disagree	20	13
Total	150	100

The data on Table 4.13 shows that slightly over a half of the students, (51%), strongly agreed that poorly trained teachers lead to high rates of students' dropouts. This might mean that there are untrained teachers and most probably the BOG teachers that affect students' retention in schools. Allen (2006) conducted a study on the role of teacher immediacy as a motivational factor in student learning in the US. The study used a meta-analysis to derive correlations between the variables of teacher immediacy, cognitive learning,

and affective learning. A model was constructed such that the perception of teacher immediacy, a behavior, generates an intermediate outcome of affect, a motivation, which in turn increases cognitive learning outcome.

The data across all the included investigations are consistent with that model. The results suggest that high levels of teacher immediacy function as a means of increasing the motivation of a student to learn, and that such motivation increases the cognitive mastery of material as well as the completion level of the student.

The researcher asked teachers if inadequate number of teachers influences the completion rate of the students. The findings are presented in Table 4.21.

Table 4.21: Inadequate Number of Teachers Influences the Completion of Education among Public Secondary School Students

Response	Frequency	%
Strongly agree	16	57
Agree	4	14
Undecided	0	0
Disagree	8	29
Strongly disagree	0	0
Total	28	100

The data on Table 4.21 shows that the highest proportion of the teachers, (57%), agreed that inadequate number of teachers influences the completion

rate of the students. Teacher training may be brought out as another factor which may influence the overall learning progress of students in schools and hence affecting their completion. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject.

The researcher asked students if constant absenteeism of teachers leads to higher dropout rates of students. The findings are presented in Table 4.22.

Table 4.22: Constant Absenteeism of Teachers Leads to High Incompletion of Education among Public Secondary School Students

Response	Frequency	%
Strongly agree	66	44
Agree	34	23
Undecided	0	0
Disagree	29	19
Strongly disagree	21	14
Total	150	100

The data on Table 4.22 shows that the highest proportion of the students, (44%), strongly agreed that constant absenteeism of teachers leads to higher dropout rates of students. This means that the students are usually discouraged by teachers absenteeism and end up changing schools. Angrist and Lavy

(1998) carried a study entitled “Does Teacher Class Absenteeism Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools”.

The results suggested that the training received by teachers led to an improvement in their pupils' test scores. In the context of this study, some students who consistently fail to perform well in their classes as a result of a teacher may tend to avoid the learning process and this may influence their concentration and attention to learning and teachers class attendance. If not taken care of, then some of the students opt to incomplete secondary school education and hence reducing the overall completion rates of students in that particular school.

The researcher asked students if the behaviour and conduct of teachers influences the completion rate. The findings are shown in Table 4.23.

Table 4.23: The Behaviour and Conduct of Teachers Influences the Completion Rate of Students

Response	Frequency	%
Strongly agree	76	52
Agree	40	26
Undecided	4	3
Disagree	17	11
Strongly disagree	13	8
Total	150	100

The data on Table 4.23 shows that the slightly over a half of the students (52%), strongly agreed that the behaviour and conduct of teachers influences the completion rate of students. A few (19%) disagreed with the statement. This might mean that students move to different schools as a result of the different behaviour and conduct of teachers within Mukurwe-ini district.

The researcher asked students the extent to which teacher's availability influences completion rate of students. The findings are presented in Table 4.24.

Table 4.24: Extent to which Teachers Availability Influences Completion Rate of Students

Response	Frequency	%
To a greater extent	88	59
To some extent	37	24
Not at all	21	14
Not sure	4	3
Total	150	100

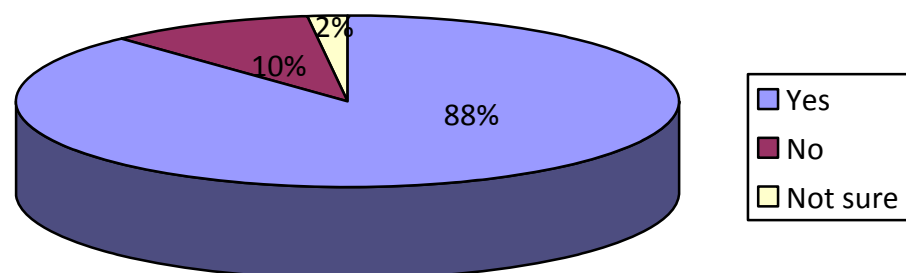
The data on Table 4.24 shows that the slightly over a half (59%) of the students, (83%), indicated that teacher's availability influences completion rate of students to a great extent. This means that the teachers availability influences completion rate of the students.

4.8 Influence of School Curriculum on Students' Completion

The researcher sought to establish the influence of school curriculum on students' completion. The researcher studied if the school curriculum influences students' completion rate, if students are frustrated with the overloaded curriculum, if constant change of curriculum leads to poor academic performance of students, if curriculum sets high expectations for students leading to students incompleting secondary education and the extent to which school curriculum influences completion rate of students.

The researcher asked teachers if school curriculum has influence on student's completion of secondary education. The findings are presented in Figure 4.3.

Figure 4.3: School Curriculum Influences Students' Completion rate



The data on Figure 4.3 shows that majority of the teachers, 132 (88%), agreed that school curriculum has influence on student's completion rate. A few 15

(10%) disagreed with the statement. School curriculum plays a key role in students' completion rate in secondary schools.

This is due to a fact that the curriculum is highly overloaded making it hard for teachers and students to cover the intended syllabus (Bell, 2001). Various reforms necessary in secondary schools have to be made in order to achieve maximum students' completion rate in public secondary schools.

The researcher asked students if students are frustrated with the overloaded curriculum. The findings are presented in Table 4.25.

Table 4.25: Students are Frustrated with the Overloaded Curriculum

Response	Frequency	%
Strongly agree	98	66
Agree	22	14
Undecided	4	3
Disagree	10	6
Strongly disagree	16	11
Total	150	100

The data on Table 4.25 shows that majority (66%) strongly agreed that students are frustrated with the overloaded curriculum. One important aspect of the school environment is the formal curriculum the set of courses taken by a

student. The high school curriculum can be viewed as a socially structured set of opportunities and constraints.

The researcher asked teachers if constant change of curriculum leads to poor academic performance of students. The findings are presented in Table 4.26.

Table 4.26: Constant Change of Curriculum Leads to Poor Academic Performance of Students

Response	Frequency	%
Strongly agree	67	46
Agree	30	20
Undecided	11	7
Disagree	20	13
Strongly disagree	22	14
Total	150	100

The data on Table 4.26 shows that the highest proportion,(46%), agreed that constant change of curriculum leads to poor academic performance of students. This might mean the constant change of curriculum negatively affects students' retention in schools.

A previous study by Kamalludeen (2012) in America to investigate the influence of curriculum track and Curriculum and Technical Education (CTE) program areas on dropout likelihood while controlling for possible individual

differences. Analysis was conducted via Hierarchical Generalized Linear Modeling (HGLM) due to the nested data structure of Education Longitudinal Study of 2002 (ELS). Findings reflected higher dropout likelihood among general curriculum participants than academic and occupational concentrators after controlling for all possible individual differences.

The researcher asked teachers if curriculum sets high expectations for students leading to students incompleteness of secondary education. The findings are presented in Table 4.27.

Table 4.27: Curriculum sets High Expectations for Students Leading to Students Incompletion of Secondary Education

Response	Frequency	%
Strongly agree	15	53
Agree	10	36
Undecided	0	0
Disagree	3	11
Strongly disagree	0	0
Total	28	100

Majority of the teachers, (89%) indicated that curriculum sets high expectations for students leading to students' incompleteness of secondary education. This might mean that curriculum high expectations play a role in students' retention in school. (Fullan, 2001) indicates that the secondary school

curriculum should be reviewed and streamlined. This will make its implementation cost effective, while making it more manageable and ensure students properly grasp concepts from the core subjects. Such streamlining would reduce teachers' excuses to mount extra tuition lessons, which has become common in the schools.

The researcher asked teachers' if students incomplete of secondary school education because of the demand and complex curriculum. The findings are presented in Table 4.28.

Table 4.28: Students who do not Complete Secondary Education because of Demand and Complex Curriculum

Response	Frequency	%
Strongly agree	6	21
Agree	11	39
Undecided	0	0
Disagree	9	32
Strongly disagree	2	8
Total	28	100

Majority of the teachers, (60%), agreed that students incomplete secondary school education because a demanding and complex curriculum. The rest (40%) disagreed with the statement. This might imply that the complexity of

curriculum is very demanding to students. This causes them to incomplete secondary school education since they cannot keep up with the pressure.

The researcher asked students the extent to which school curriculum influences completion rate of students. The findings are presented in Table 4.29.

Table 4.29: Extent to Which School Curriculum Influences Completion of Secondary Education

Response	Frequency	%
To a greater extent	66	44
To some extent	12	8
Not at all	19	13
Not sure	53	35
Total	150	100

Highest of the students, (44%) indicated that the school curriculum influences completion rate of students to a greater extent. This might mean that curriculum has the least influence on students' retention in secondary schools in the district. Plank (2001) carried out a study which was set to investigate the differences between students of different curriculum tracks in terms of their achievement, post-secondary destinations, and also dropout status. He found that there is a pattern observed between course-taking and probabilities of incompleteness of secondary education in which students who are at-risk tend to

have the lowest dropout probability when the ratio between career education and academic courses they have taken is near 1.

4.9 Summary of the Study Objectives

This chapter has examined data analysis finding and discussions. From the findings, it has been established that teaching and learning resources, infrastructure, principals' administrative experience, availability of teachers and school curriculum influences completion of education among public secondary students at a great extent.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings and conclusions of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research on school based factors influencing the completion among students in public secondary schools in Mukurwei-ini District, Nyeri County. The recommendations made from the findings and areas for further research are also presented.

5.2 Summary of Study

The purpose of this study was to establish the school based factors influencing completion of education among public secondary school students in Mukurwei-ini District, Nyeri County. Four research objectives were formulated to guide the study. Research objective one, sought to determine the influence of the availability of teaching and learning resources and school infrastructure on students' completion in public secondary schools in Mukurwei-ini District, Nyeri County; research objective two, aimed to establish the influence of schools principals' administrative experience on students' completion in public secondary schools in Mukurwei-ini District, Nyeri County; research objective three, aimed to assess the influence of the availability of teachers on students' completion in public secondary schools in

Mukurwei-ini District, Nyeri County; while research objective four aimed to examine the influence of school curriculum on students' completion in public secondary schools in Mukurwei-ini District, Nyeri County.

This study employed a descriptive design. The sample comprised of a principals 28 teachers and 186 students. Data was obtained by too types of instruments, questionnaire for teachers and students and interview guide for the principals. Data was collected and analyzed quantitatively and qualitatively by use of frequencies and percentages. Out of 214 questionnaires administered to the 28 teachers and 186 students 28 questionnaires from the teachers and 150 questionnaires from students were filled and returned. 9 principals were interviewed.

The findings of the study were based on the following:-

The influence of the availability of teaching and learning resources and school infrastructure on students' completion, majority 93 (62%) of the students respondent agreed that teaching and learning resources have influence on students' completing secondary education Majority of the students 102 (68%) indicated that books is one of the learning resources on completion rate of students. 89 (59%) indicated that curriculum influences completion rate of students while 91 (61%) indicated the size of the classes.

Highest 87 (59%) indicated recreational facilities while 122 (81%) indicated desks and chairs to be influencing students completion rate. Majority of the

teachers, 19 (67%), agreed that students fail to complete their education due to inadequate classrooms. Majority of the teachers, 23 (81%), agreed that students incomplete secondary school education because of inadequate books in schools. The entire 28 (100%) of teachers agreed that students incomplete secondary school education due to the poor conditions of the school facilities. Majority of the teachers, 17 (60%), agreed that students incomplete secondary school education because a demanding and complex curriculum. Majority of the students, 124 (83%), indicated that teaching and learning resources influence completion of secondary education among public school students to a greater extent.

The study investigated the influence of school principals' administrative experience on students' completion found out that majority of the teachers, 21 (75%), indicated that principal administrative experience influence completion of students to a great extent. Many of the students, 67 (45%), agreed that principal unable to meet students' leads to students incompleteness of secondary education. Majority of the students, 102 (68%), agreed that principals' lack of understanding of student's culture leads to high dropout rate.

Majority of the teachers, 27 (96%), agreed that principal's performance of pedagogical role affects the completion rate of the students. Majority of the students, 98 (65%), agreed that the relationship of the principal and the students affects their completion rate. Majority of the students, 103 (68%), agreed that students incomplete secondary school education due to principals'

poor management of school. Majority of the teachers, 22 (78%), agreed that principals' administrative experience has influence on student's completion rate.

The Influence of the Availability of Teachers on Students' Completion indicated that a majority of the students, 125 (83%), indicated that teacher's availability influences completion rate of students to a great extent. Majority of the students, 100 (67%), agreed that constant absenteeism of teachers leads to higher dropout rates of students. While 50 (33%) disagreed with the statement. Majority of the teachers, 20 (71%), agreed that inadequate number of teachers influences the completion rate of the students. Highest of the students, 89 (59%) agreed that poorly trained teachers lead to high rates of students' dropouts. Majority of the students, 123 (82%), agreed that teachers have any effect on the completion rate of students.

In the study of influence of curriculum on students retention, the study found out that highest of the students, 66 (44%) indicated that the school curriculum influences completion rate of students to a greater extent. 53 (35%) were not sure while 19 (13%) disagreed to the statement. Majority of the teachers, 25 (89%) indicated that curriculum sets high expectations for students leading to students incompleteness of secondary education. Majority of the teachers, 97 (86%), agreed that constant change of curriculum leads to poor academic performance of students. Majority of the students, 120 (80%), agreed that students are frustrated with the overloaded curriculum. Majority of the

teachers, 132 (88%), agreed that school curriculum has influence on student's completion rate.

5.3 Conclusion

Based on the summary of the findings given in section 5.1, it can be concluded that:

In conclusion, availability of teaching and learning resources and school infrastructure influences students' completion, books, size of the classes and recreational facilities, chairs influences students completion rate. Students fail to complete their education due to inadequate classrooms. Majority of the teachers agreed that student's incomplete secondary school education because of inadequate books in schools. The teaching and learning resources influence completion rate of students to a greater extent.

The study on the influence of school principals' administrative experience on students' completion found out principal administrative experience influence completion rate of students to a great extent. Principal unable to meet students' and lack of understanding of student's culture leads to high dropout rate. Principal's performance of pedagogical role affects the completion rate of the students. The relationship of the principal and the students' incomplete secondary school education due to principals' poor management also has influence on student's completion rate.

The study on the influence of the availability of teachers on students' completion indicated that teacher's availability influences completion rate of students to a great extent. The constant absenteeism of teachers leads to higher dropout rates of students. The inadequate number of teachers influences the completion rate of the students. Poorly trained teachers lead to high rates of students' dropouts have effect on the completion rate of students.

In the study of influence of curriculum on students' retention, the study found out that school curriculum influences completion rate of students to a greater extent. The curriculum sets high expectations for students leading to students' incompleteness of secondary education. The constant change of curriculum leads to poor academic performance of students causing them to dropout. Students are also frustrated with the overloaded curriculum.

5.4 Recommendations of the Study

Based on the conclusion, the following recommendations are made;

Ministry of Education (MoE) should offer consistent and quality training for principals on administration skills. This will help them to supervise their staff in the right manner and apply the most suitable leadership style to control students in their schools. The government, through the Ministry of Education should provide teaching learning resources to public secondary schools. The Ministry should also provide a safe and protective environment to enhance

learning, improve access, attendance, retention and completion of secondary education.

TSC as one of the stakeholder play a great role in Education. TSC should collaborate with stakeholder in matters of teacher management aimed at improving quality education. It should recruit and register enough teachers to teach in public schools. It should pay well the salaries on time to teachers on behalf of the Ministry of Education. It should enhance the adherence of the code of regulations and ethic by all teachers as a process of controlling teachers' discipline. TSC should participate in performance appraisal by rewarding and promoting the teachers who perform well and their work in order to motivate them and hence improve on students' complication of secondary education.

Principals are overall heads of schools whose role determine student completion of secondary education. They should supervise subject allocation. He/ she should guide teachers on class allocation. Principals should check the work done by the teacher referring to syllabus coverage and quality of teaching. They should check students books in quest of how much intensive teaching has taken place. This will increase confidence among the students. They should participate in establishing environment for teaching and learning process to take place. This will motivate students in learning.

The education Act Cap 211 of the Laws of Kenya Section 10 (Republic of Kenya 1980) indicates that the Minister appoints members of BOM through a selection committee comprising of District Education Officer (DEO), District Commissioner (DC) MP of the area, the councilor, sponsor representatives and principals. The Ministry plays a great role in appointment of 13 members of Board of Management (BOM) which play a great role in school completion of secondary school students. The (BOM) should prepare school target that will accommodate people of diverse background in payment of school fees. This will enhance the students from poor background to complete their education without any difficulties. The (BOM) should regulate the admission of students to school fairly. The BOM should supervise teaching and non-teaching staff to ensure secondary school student get quality education.

Kenya Institute Curriculum Development (KICD) plays a greater role in student completion of secondary education. The curriculum developers should revise the curriculum to be manageable by students. The constant changing of the curriculum should be avoided to ensure stability in its implementation in secondary schools.

5.5 Suggestions for Further Research

1. This study can be replicated in other districts in order to give a reflection of the whole country on school-based factors contributing to students' retention from public secondary schools. This will ensure better decision making on ways curbing this problem.

2. This may provide motivation in learning process and hence curb incompleteness among public secondary school.
3. Determine the extent to which principals administrative experience influence on learner's completion of secondary education.

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APPENDICES

APPENDIX I:

Introduction Letter

The University of Nairobi,
College of Education and External
Studies
Faculty of Education

To

The Principals,

REF: PERMISSION TO BE ALLOWED TO CONDUCT STUDY IN YOUR SCHOOL

I am a post-graduate student at the University of Nairobi. I am carrying out a study “**The school based factors influencing completion among secondary school students in Mukurweni District, Nyeri County**”. Your school has been selected to take part in this study. I would be grateful if you would assist me by responding to all items in the attached data collection instruments. The identity of the respondents will be held in total confidence, and information given will be used only for the purpose of this study. Your co-operation will be greatly appreciated. Thanks in advance.

Yours sincerely,

Mary Wangechi Kanyora

APPENDIX II:

Questionnaire for Teachers

The research is meant for academic purposes kindly answer all these questions as honestly and precisely as possible responses to those questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire to ensure maximum confidentiality. Put a tick (√) where appropriate or fill in required information in the spaces provided

Part A: Background Information

1. What is your sex? a) Male [] b) Female []
 2. What is your age? a) 25 years and below [] b) 26-30 years []
c) 31-35 years [] d) 36 Years and above []
 3. What is your working experience?
a) 5 years and below [] b) 6 to 10 years []
c) 11 to 15 years [] d) 16 years and above []
 4. What is your education level? a) Certificate [] b) Diploma []
c) Degree [] d) Masters []
e) PHD [] f) Any others, specify
-

Part B: The Influence of Teaching and Learning Resources on Student's Completion of secondary education.

5. Which of the following teaching and learning resources influence the completion of students education in your school? (Put a tick (√))
a) Book [] b) Curriculum [] c) Size of classes []

d) Recreational facilities (field, sports centres etc) [] d) Any other []

6. Indicate whether you Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD) with the following statements in relation to influence of teaching and learning resources on the completion of education in your school.

Statement	SA	A	U	D	SD
Most students fail to complete their education because there is not enough room in the classes					
Most students incomplete secondary school education because there are very few books in the schools for them to use in their studies					
Most students incomplete secondary school education due to the poor conditions of the school facilities					
Most students incomplete secondary school education because the curriculum is too demanding and complex for them to work with					

Part C: Influence of principals' administrative experience on completion of students education

7. Do you think the principal has any influence on the completion of students education in your school? a) Yes [] b) No []
c) Not sure ()

8. What are some of the ways that the principal affects the completion rate of students in your school? Explain

9. Which of the following statements in relation to the principal's effect on the completion rate of students in your school do you agree or disagree with?
 (Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD))

Statement	SA	A	U	D	SD
Principals lack of competence can result in students incompleting secondary school education because of poor management of the school					
the relationship of the principal and the students affects their completion rate					
The principals performance of his pedagogical role affects the completion rate of the students in the secondary school					
Principals lack of understanding of students culture leads to high incompleting rate					
The principal is unable to meet students needs, hence more students end up incompleting secondary education					
The principal sets policies that are not academically focused, thus frustrating students who end up incompleting secondary education					

10. To what extent does the principal factor influence the completion of students' education in your school? a) To a greater extent [] b) To some extent () c) Not at all [] d) Not sure []

Part D: How teachers influence completion of students' education

11. Do you think you have any effect on the completion of students' education in your school? a) Yes [] b) No [] c) Not sure []

12. What do you think are the aspect of you or any teacher that might affect the completion rate of students in your school? Explain

13. Indicate your response on the following statements in regarding how teachers influence the completion of students' education in your school.

Statement	SA	A	U	D	SD
Poorly trained teachers lead to high rates of incomplete secondary school educations in your school					
Lack of enough teachers in the school affects the completion of the students in your school					
Constant absenteeism of teachers leads to higher drop our rates of students					
The behaviour and conduct of teachers affects the completion rate of students					

14. To what extent do you think the teacher factor influences the completion rate of students in your school?

a) To a greater extent [] b) To some extent []
 c) Not at all [] d) Not sure []

Part E: How School curriculum affects completion of students' education

15. Does the curriculum have any effect on the completion of students' education in your school?

a) Yes [] b) No [] c) Not sure []

16. Which of the following statements in relation to the curriculum and its influence on students completion rate in your school do you agree or disagree with? (Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD))

Statement	SA	A	U	D	SD
The curriculum is overloaded and thus the students are frustrated and not able to cover the syllabus in time					
The curriculum is constantly changing and hence affecting the pace which the teachers can adjust leading to poor performance by the students					
The curriculum is poorly designed because the teachers who understand the situation on the ground are not involved in developing it					
The curriculum sets very high expectations for students which in turn leads to a lot of pressure and frustration on the students leading to incompleteness of secondary education					

27. What measures can be put in place to improve school completion among students in your school?

Thank you for your Cooperation

APPENDIX III:

Questionnaire for Students

The research is meant for academic purposes kindly answer all these questions as honestly and precisely as possible responses to those questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire to ensure maximum confidentiality. Put a tick (✓) where appropriate or fill in required information in the spaces provided

Part A: Background Information

1. What is your sex? a) Male [] b) Female []
2. What is your age? a) 15 years and below [] b) 16-18 years [] c) 19 years and above []

Part B: The Influence of Teaching and Learning Resources on Completion of secondary education among public school students

5. Do teaching and learning resources have any influence on the completion of education among students in your school?

- a) Yes [] b) No [] c) Not sure []

6. Which of the following teaching and learning resources influence the completion rate of students in your school?

Resource	Yes	No
Textbooks		
Curriculum		
Size of the classes		
Recreational facilities (fields, sport centers etc.)		
Desks and chairs		

7. Indicate whether you strongly agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD) with the following in relation to the influence of teaching and learning resources on the completion rate in your school?

Statement	SA	A	U	D	SD
Most students fail to complete their education because there is not enough room in the classes					
Most students incomplete secondary school education because there are very few books in the schools for them to use in their studies					
Most students incomplete secondary school education due to the poor conditions of the school facilities					
Most students incomplete secondary school education because the curriculum is too demanding and complex for them to work with					

8. To what extent does teaching and learning resources influence the completion rate of students in your school?

- a) To a greater extent [] b) To some extent [] c) Not at all []
 d) Not sure []

Part C: How Principal influence completion of education among students

9. Do you think the principal has any influence on the completion of students?

in your school? a) Yes [] b) No [] c) Not sure []

10. Which of the following statements in relation to the principal’s effect on the completion of education among students in your school do you agree or disagree with?

(Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD))

Statement	SA	A	U	D	SD
Principals lack of competence can result in students incompleting of secondary education because of poor management of the school					
the relationship of the principal and the students affects their completion rate					
The principals performance of his pedagogical role affects the completion rate of the students in the school					
Principals lack of understanding of students culture leads to high incompleting rate					
The principal is unable to meet students needs, hence more students end up incompleting secondary education					
The principal sets policies that are not academically focused, thus frustrating students who end up incompleting secondary education					

11. To what extent does the principal factor influence the completion of students' education in your school? a) To a greater extent [] b) To some extent [] c) Not at all [] d) Not sure []

Part D: How does availability of teachers influence completion of students' education

12. Do you think teachers have any effect on the completion of students education in your school? a) Yes [] b) No [] c) Not sure []

13. Which of the following statements in relation to your influence on the completion rate of students in your school do you agree or disagree with?

(Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD))

Statement	SA	A	U	D	SD
Poorly trained teachers lead to high rates of incomplete secondary school educations in your school					
Lack of enough teachers in the school affects the completion of the students in your school					
Constant absenteeism of teachers leads to higher drop out rates of students					
The behaviour and conduct of teachers affects the completion of students					

14. To what extent do you think the teacher factor influences the completion of students' education in your school? a) To a greater extent []

b) To some extent [] c) Not at all [] d) Not sure []

Part E: How School curriculum affects completion of students' education in secondary schools

15. Does the curriculum have any effect on the completion of students' education in your school? a) Yes [] b) No [] c) Not sure []

16. Which of the following statements in relation to the curriculum and its influence completion of students' education in your school? Do you agree or disagree with? (Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD))

Statement	SA	A	U	D	SD
The curriculum is overloaded and thus the students are frustrated and not able to cover the syllabus in time					
The curriculum is constantly changing and hence affecting the pace which the teachers can adjust leading to poor performance by the students					
The curriculum sets very high expectations for students which in turn leads to a lot of pressure and frustration on the students leading to incompleteness of secondary education					

17. To what extent does the curriculum influence the completion of the students in your school? a) To a greater extent [] b) To some extent [] c) Not at all [] d) Not sure []

Part F: Measures to improve school completion of students

18. What measures can be put in place to improve school completion among students in your school?

Thank You for your cooperation

APPENDIX IV

Interview Guide for Principals

Dear Respondents

I am a student at the University of Nairobi carrying out a study on “the school based factors affecting the completion rate of students in public secondary schools. I am glad to inform you that you have been selected to take part in this study. Any information that you provide in this study will be used for academic purposes only. Thank you in advance for your participation.

Part A: Background information

1. What is your sex? a) Male [] b) Female []
2. What is your age? a) 25 years and below [] b) 26-30 Years []
b) 31-35 years [] c) 36- 40 years [] d) 41 years and above []
3. What is your working experience?
a) 5 years and below [] b) 6 to 10 years []
c) 11 to 15 years [] d) 16 years and above []
4. What is your education level? a) Certificate [] b) Diploma []
c) Degree [] d) Masters [] e) PHD [] f) Any others, specify _____
5. What is the completion rate in your school?

Class	Completion rate per year by gender											
	2007		2008		2009		2010		2011		2012	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1												
2												
3												
4												

Part B: School based factors affecting the completion of students' education in secondary schools

6. What is the influence of the availability of teaching and learning resources on completion of student's education in your school?

7. How do school principals influence completion of students' education in public secondary schools in this area?

8. What is the influence of the availability of teachers on completion of students' education in your school?

9. How does school curriculum influence students' completion in your school?

10. What measures do you think can be put in place to enhance the completion of students in your school?

Thank you for your cooperation

APPENDIX V:

Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No.

Date:

26th June, 2014

NACOSTI/P/14/5083/2101

Mary Wangechi Kanyora
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 completion among public secondary school students in Mukurwe-ini District, Nyeri County,*" I am pleased to inform you that you have been authorized to undertake research in Nyeri County for a period ending 31st December, 2014.

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

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

DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nyeri County.

APPENDIX VI:


Research Clearance Permit

THIS IS TO CERTIFY THAT:
MS. MARY WANGECHI KANYORA
of UNIVERSITY OF NAIROBI, 726-10100
nyeri, has been permitted to conduct
research in Nyeri County

on the topic: SCHOOL BASED FACTORS
INFLUENCING COMPLETION AMONG
PUBLIC SECONDARY SCHOOL STUDENTS
IN MUKURWE-INI DISTRICT, NYERI
COUNTY.

for the period ending:
31st December, 2014

Permit No : NACOSTI/P/14/5083/2101
Date Of Issue : 26th June, 2014
Fee Received :Ksh 1,000





Applicant's Signature

Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 2014

CONDITIONS: see back page