

**FACRORS INFLUENCING STUDENT'S COMPLETION RATE IN PUBLIC
DAY AND BOARDING SECONDARY SCHOOLS IN KIBWEZI DISTRICT,
MAKUENI COUNTY- KENYA.**

NGWILI ELIJAH MULI.

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS
OF EDUCATION IN COMPARATIVE EDUCATION UNIVERSITY OF
NAIROBI.**

2014.

DECLARATION

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

ELIJAH M. NGWILI.
REG . NO.E56/62542/2010.

This Research project has been submitted for examination with my approval as university supervisor.

DR. DANIEL K. GAKUNGA.
LECTURER
Department of Education foundations.

DEDICATION

This project is dedicated to my parents Mr. and Mrs. Ngwili, my beloved wife Jane Mwikali, Children Munyao, Mutheu and Mutie for their encouragement during my studies.

ACKNOWLEDGEMENT.

I wish to express my sincere gratitude to my supervisor Dr. Daniel Gakunga for his guidance and steadfast support throughout the writing of the project and making it a success. I am also grateful to all academic of staff of the department of Education Foundations, University of Nairobi for taking me through the course.

I am also grateful to the District Education Officer Kibwezi and the entire staff for their unwavering support. Special thanks go to my loving parents Mr. and Mrs. Ngwili for their parental encouragement and nurturing me in my early basic education.

My heart felt gratitude to my dear Wife Jane and our beloved children .Muyao, Mutheu and Mutie for their continued moral, material support, understanding .and prayers. Am also grateful to Patricia who typed this project._Above all, I am thankful to our Almighty God for giving me health and wisdom to undertake this study.

May God bless you all.

ABSTRACT

Education is an important life process that plays a vital role in forming the foundation for student's future better being, as it equips the learner child with basic knowledge, skills and attitude that, will enable her/him to cope well in life. In Kibwezi District most students who attend public boarding and day secondary schools do not complete secondary level of education. Despite Kenya Government's commitment to enhancement of student's education, their completion rate at Secondary school level is not a hundred percent.

The purpose of this study was to determine factors affecting the students' secondary education completion comparing public and day secondary schools and suggest strategies to promote school completion rate among students in public and day secondary schools in Kibwezi District. The study objectives were, to determine school based factors that influence students' school completion, to determine home hold factors that influence students' school completion in public and day secondary schools, to determine strategies for countering the problems facing the students to ensure 100% completion rate among students. The study adopted a descriptive survey designed to collect data information .The target population was public and day secondary schools in Kibwezi district. The District has fifty public Secondary Schools with total enrolment of 8338 students, 4832 students in Day secondary school.

There are 40 public boarding and day secondary schools with total enrolment of 4208 boys and 2920 girls totaling to 7128 students. The sample used was 20 percent of the target population, principal teachers, students and educational officers simple random sampling was used.

The study instruments employed were questionnaires for the principals, teachers, students and an interview schedules for educational officers. Piloting was done and yielded a co-efficient of 0.78. The primary data collected were edited coded and analyzed using basic descriptive statistics, frequencies and percentages. Data results were presented in frequency tables and percentages. The study came up with appropriate proposal to promote school completion rate among students in public boarding and day secondary schools in Kibwezi District.

The findings from the study indicate that factors such as the poverty/fees, inadequate government policies does not foster students' secondary education completion, mostly in day secondary schools other follows up factors such as teenage pregnancies, early marriages, child labour, unsupportive parents, indiscipline, lack of guidance and counseling, lack of role models, illicit brew, poor performance and lastly motor bike bodaboda business. Based on these findings the study recommended that the government to fund fully instead of subsidizing secondary education, Proper implementation of government education policies, and change day schools to boarding secondary schools. Teachers should be trained and qualified and also motivated to concentrate on assisting students to make maximum use of study time both at home and school for day scholars waste a lot of time going home and doing home chores in the evening and weekends which lead to many students in day secondary schools have low completion rate as compared to boarding secondary schools.

ACRONYMS AND ABBREVIATION.

BEFA: Basic Education for All

CBS: Central Bureau of Statistics

CDF: Constituency Development Fund

EFA: Education for All

FAWE: Forum for African Women Educationists

FAWEK: Forum for African Women Institute Kenya

FGM: Female Genital Mutilation

FPE: Free Primary Education

FSE: Free Secondary Education

GCN: Girl Child Network

GoK: Government of Kenya

GPE: Gender Policy in Education

KCPE: Kenya Certificate of Primary Education

IPAR: Institute Of Policy Analysis and Research

KBC: Kenya Broadcasting Cooperation

KCSE: Kenya Certificate of Secondary Education

KESSEP: Kenya Education Sector Support Programme

MOE: Ministry Of Education

MOST: Ministry Of Education Science and Technology

NCCK: National Council of Churches of Kenya

NDP: National Development Plan

NPESP: National Poverty and Eradication Strategy Paper

RoK: Republic of Kenya

STD: Sexually Transmitted Disease

UNESCO: United Nations Education Scientific and cultural Organization

UNICEF: United Nation Children Education fund

UPE: Universal Primary Education.

TABLE OF CONTENT

Declaration.....	ii
Dedication.....	iii
Acknowledgement.	iv
Abstract.....	v
Acronyms and Abbreviation.	vi
List of tables.....	x
List of figures.....	xi
CHAPTER ONE	12
INTRODUCTION	12
1.1Background to the study	12
1.2 Statement of the problem.....	16
1.3 Purpose of the Study	16
1.4. Objectives of the study.....	17
1.5. Research Questions	17
1.6. Significance of the Study	18
1.7. The scope of the study.	18
1.8 Limitations of the Study.....	18
1.9. Delimitations of the Study	19
1.10. Assumptions of the Study.....	19
1.11. Operational Definition of Terms.....	19
CHAPTER TWO	21
REVIEWOF RELATED LITERATURE	21
2.1.Introduction.....	21
2.2 Rationale for investing in students completion rate in public day and boarding secondary Schools.....	21
2.3. Influence of school based factors on students completion rate in public day and boarding secondary Schools.	24
2.4 Influence of family based factors on students completion rate in public day and boarding secondary Schools.	27
2.5 ..Strategies for solving problems facing students completion rate in Public day and boarding secondary Schools.	29
2.6 Summary of Related Literature Review.	35

2.7. Theoretical Framework.....	36
2.8. Conceptual Framework.....	37
2.9 Conceptual Framework.....	i
CHAPTER THREE.....	38
RESEARCH METHODOLOGY AND DESIGN.....	38
3.1. Introduction.....	38
3.2. Research Design.....	38
3.3. Study Location.....	38
3.4. Target Population.....	39
3.5. Sampling Procedure.....	39
Table 3.1: Summary of the study sample size.....	40
3.6 Research Instruments.....	40
3.7. Piloting.....	41
3.7.1 Validity.....	41
3.7.2 Reliability.....	41
3.8. Data Collection Procedure.....	42
3.9 Data Analysis Techniques.....	42
CHAPTER FOUR.....	44
DATA ANALYSIS, PRESENTATION AND DISCUSSION.....	44
4.1. Introduction.....	44
4.2 Respondents Questionnaire Return rate.....	44
4.2 Respondents Questionnaire Return Rate.....	45
4.3. Demographic Profile of the Respondents.....	45
4.4 Demographic Profile of the Respondents by age.....	46
4.9. The influence of school based factors on school completion rates.....	50
4.10 Influence of family based factors on School completion rate.....	54
4.11 Influence of Parents' Perception on school completion rate.....	55
4.12 Strategies to promote students completion rate in Kibwezi district.....	57
CHAPTER FIVE.....	63
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	63
5.1 Introduction.....	63
5.2 School Based factors that influence students completion rate.....	63

5.3 Findings on family based factors that influence students completion rates in summary.....	64
5.4. Summary of strategies for countering the problems facing students in Kibwezi district.	64
5.5. Summary of strategies to promote students completion rates.	65
5.6.1 Implication of school based factors.....	65
5.7 Implication of household factors	65
5.8. Implication of parents’ perception	66
5.9 Implication of strategies to promote school completion rate.....	66
5.10. Conclusion.	66
5.11 Recommendations.....	67
5.12. Suggestion For Further Research.....	68
References	69
APPENDIXES	73
Appendix A: questionnaire for the head teachers	73
Appendix B: questionnaire for the teachers.....	77
Appendix C: questionnaire for the students.....	81
Appendix D: interview schedule for education offices.....	84
Appendix E: interview schedule for the parents.....	85
Appendix F: letter to the principals of secondary schools.....	86

LIST OF TABLES

Table 4.3: Demographic Profile of the Respondents by Gender.	46
Table 4.4: Demographic Profile of the Respondents by age	47
Table 4.5: Teachers Teaching experience.....	48
Table 4.6: Level of Education for Teachers.....	49
Table 4.7: Students admission by type of school for three consecutive years.....	49
Table 4.8: Students completion rate by type of school.	50
Table 4.9: Number of respondents who have selected different school based factors	51
Table 4.10: Influence of family based factors on School completion rate.	54
Table 4.11: Influence of Parents' Perception on school completion rate	56
Table 4.12: Strategies to promote students completion rate in Kibwezi district.	57

LIST OF FIGURES

Figure 1 The relationship between completion rates and the factors determining them	37
--	----

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

This chapter represents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions, limitations, and delimitations, significance of the study, theoretical framework, conceptual framework and operational definition of central terms.

High students completion rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development, Republic of Kenya, MoEST (1999). It leads to increased productivity of the educated as a means of human resource development for communal benefit Republic of Kenya, MoEST (2002). Student's education raises economic productivity, reduces poverty and fertility rates, lowers infant and maternal mortality, and improves health, nutrition and environmental management World Bank (2002).

Education is an important life process that strives to develop an individual into a better being, education is an essential need especially the kind of education which helps the child to develop knowledge, skills, and social moral values which enables to play his/her proper role in the society when he/she has become an adult.

However according to Tumuti (2004), the colonial government introduced series of examinations whose motive was to make sure as many Africans as possible did not complete school, low completion rates affected both public boarding and day secondary schools. Students in day secondary school had more problems that prevented them to

acquire basic education so as to successfully compete with the students in public boarding secondary schools.

According to Wainaina (2008) ,during the early colonial days missionary education was a preserve for the public boarding students while the students in day secondary school was for the harambee school. The cultural beliefs and practices that prejudice student in day Secondary school continue to keep a good number of them out of school every day.

Although the demand for education increases during the colonial time, low completion rate from Schools persisted and has lingered on till today, despite the KANU government promises at Independence that every child shall have free primary education. The KANU government under the leadership of the late President Jomo Kenyatta made good of this promise when school fee was abolished in 1974 in the first four years of schooling. This consequently increased the number of boys and girls who enrolled in primary school.

Bosire (1986) states that although the number of students in both primary and secondary school rise every year, a good number of them have been unable to complete secondary education due to distance, facilities in school ,time management, child labour, unsupportive environment, lack of guidance and counseling poor performance, poverty as common factors that affect completion rate among students in day secondary schools in Kibwezi district Makueni County.

Despite the effort made by the government and other stakeholders to retain the learners in schools the problem of completion rate is far from being solved. This study focuses on the factors that affect the complete rate among students in public boarding and day secondary schools in Kibwezi District ,Makueni County ,Kenya.

While many students enroll in Day Secondary schools only a few complete the secondary cycle observations show barely 47 percent of students complete the first level of schooling (form 1-2) while 55percent of boys and 35 percent of girls enter Form 4Republic of Kenya,(1998) A recent report of the education sector review show that completion rates at the first and second level of education are of much concern while releasing KCSE result of the year 2010 the Minister of Education noted that in the year 2006 the enrolment was 554,000 and those who completed form four the year 2010 were 446,000, 108,000 did not complete Secondary cycle of Education. In the year 1999, the high dropout rate at the first level was reported in Eastern province to be 6.1 percent while in Nairobi was 1.5 percent. In absolute terms Eastern province had 68,000 cases compared to 2,231 for Nairobi.

In 2004, the student enrolment in public boarding secondary schools was 443,663 as compared to students in day secondary schools 397,946 in 2005, the student enrolment in public boarding secondary schools was 446,791 as compared to 398,753 students in Day Secondary Schools.

In 2006 the student enrolment in public boarding secondary schools 478,518 as compared to 424,528 students in Day Secondary Schools. In 2007, the student enrolment was 556,459 in public boarding secondary schools ,as compared 470,306 students in Day Secondary Schools.

Enrolment in public secondary schools grew from 841,608 students in 2004 to 1,211,114 in 2008 an increase of 43.9 percent. In 2008 the student enrolment was 654,106 in public boarding secondary schools as compared 557,008 students in Day Secondary Schools.

The introduction of free secondary day tuition resulted in higher increase in enrolment

in public Day Secondary schools by 18.0 percent in 2008 as compared to 13.7 percent in 2007. Education for All (EF A) is a global challenge to provide quality basic education for all children. Bank (1995) notes lifting of school fees at primary and secondary level as contained in Universal primary education policy, most African states has proved to be a giant step forward for access to millions of the regions poor. It has helped African countries such as Burundi, Ghana Ethiopia, Malawi and Mozambique to make progress towards its goal of finding a place in school for all children. The National gross enrolment ratio revealed small but rising student disparities in public boarding secondary schools.

Between 1999 and 2003. By the year 2008, Kenya adopted the free secondary education policy and realized a sudden increase in enrollment with greater percentage of students in public boarding secondary schools.

Cowley (2001) states that there is need for children in the rural areas to be protected from economic exploitation since they work in agriculture farm from an early age. A common phenomenon in Kibwezi District is that during these seasons, the enrolment of schools tends to go quite low. Some go and never come back to school. Gelles and Straus (1988), say that abused children tend to have lower. I.Q scores, learning problems, low grades and poor school performance than to children who are not abused. Many abused children are aggressive, oppositional and extremely wary, have a tendency to engage in Juvenile delinquency, join gangs, run away from home, become truants from school and some get involved in violent crime.

1.2 Statement of the Problem

In public boarding and day secondary schools completion rate among students is of a great concern because in day secondary schools completion rate remains below 100

percent. MoEST, (2000 - 2007) report. The national completion rate in 2004 was 91.5 percent for public boarding secondary schools and 87.5 percent for Public day secondary schools registering a gap of 4 percent in favour of public boarding secondary schools MoEST, (2007).

Introduction of FSE realized increased enrolment in public boarding secondary schools and Public day secondary schools but still completion rates were not 100 percent. Kibwezi District was not exception from other regions. What were the main causes of low School completion rate among students in public day secondary school in Kibwezi district? The factors affecting completion rate among students in public day secondary schools needed to investigate.

1.3 Purpose of the Study

The purpose of this study was to identify the factors affecting school completion rates among Students in public day and boarding secondary schools in Kibwezi District, Makueni County.

1.4. Objectives of the study

The study was guided by following this objectives:

- i. To determine school based factors that influence students completion rate in public day and boarding secondary Schools in Kibwezi District.
- ii. To establish family based factors that influence students completion rate in public day and boarding secondary Schools in Kibwezi District.
- iii. To find strategies for countering the problems facing the students completion rate in public day and boarding secondary School in Kibwezi district.
- iv. To make suitable recommendations on students completion rate in public day and boarding secondary schools in Kibwezi District.

1.5. Research Questions .

The Study sought to answer the following research Questions.

- (i). How does school based factors influence students completion rate in public day and boarding secondary school in Kibwezi District?
- (ii). To what extent does family based factors influence students completion rate in public day and boarding secondary school in Kibwezi District?
- (iii). What are the strategies for solving problems facing students completion rate in public day and boarding secondary schools in Kibwezi District.
- (iv).What are the possible recommendations on students completion rate in public day and boarding secondary schools in Kibwezi District.

1.6. Significance of the Study

The research intended to improve the completion rates of students in public day secondary schools. From the research the results were hoped to specifically: Benefit the schools, parents with the knowledge to curb the school completion rate and assist teachers to become better supporters of the students in public day and boarding secondary Schools. Assist the MOEST through the schools to sensitize, send policies on improving completion rate of students in public day and boarding secondary Schools and to assist anybody reading the work to know the value of school completion among students in public day and boarding secondary schools.

1.7. The scope of the study.

The study was carried out in Kibwezi District within Makueni County. It has 25 public day and 15 boarding secondary schools with enrolment of 3208 boys and 1920 girls. The study concentrated on the key stakeholders in the education sector namely, head teachers, teachers, educational officers, students, and parents in Kibwezi District.

1.8 Limitations of the Study

The study is limited to lack of enough time to carrying out the study which hindered the ability to have a comprehensive research done, some respondents were unwilling to be interviewed saying education for students depend on the student's willingness to learn, and some returned questionnaire not fully answered. The researcher only interviewed respondents within Kibwezi District hence lacking a view of the respondents in other parts of the country.

1.9. Delimitations of the Study

The study was delimited to 25 public day secondary schools and carrying out a research in all schools required a lot of time and financial resources. Most roads are marrum which were impassable during rainy season and some areas are well known for wildlife-human conflicts.

1.10. Assumptions of the Study

The study assumed that: -

- a. All the respondents would co-operate and be honest with their responses.
- b. School completion rate among students in public day Secondary Schools had a positive effect in their lives.
- c. All students in public day secondary school were capable of completing secondary level of education.

1.11. Operational Definition of Terms.

Poverty: Refers to inability to provide for basic needs like tuition fees, uniform, books, enough food to eat which leads to poor students completion rates.

Guidance: Refers to help or assistance given to the students by teachers to improve their performance in school or the other area of concern and this improves student's completion rate.

Counseling: Refers to a process or interaction process of (co-joining) that is vulnerable and requires assistance and counselor who is trained and educated to give this assistance. This helps students to be in school until the secondary education level is over.

Child Labour: Refers to type of work that is harmful to the child psychologically and physically hinders the child to go school and this leads to low completion rate in secondary schools.

Completion: Refers to process of finishing successfully of education designed for certain level of education, example secondary level.

Completion Rate: Refers to percentage of a cohort of pupils/students who satisfactory finish the course or a certain level of education example, secondary education.

Cohort:“ Refers to pupils cohort is a group of pupils who enter the first grade of a school cycle in the same year and who normally move through the cycle together

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction.

The chapter contained a review of the literature related to the study. Literature reviewed include rationale of investing in secondary education, economic factors, social cultural factors, school based factors in education system the chapter covers various studies that are relevant to the study and that included factors that affected completion rate of students in public and day secondary school, benefits of students education, and effects of students not completing secondary education.

2.2 Rationale for investing in students completion rate in public day and boarding secondary Schools.

A number of authorities have put forward persuasive cases to justify investment in secondary education especially in developing countries. Among the reasons given is need for poverty reduction, promoting socio-economic equity and the direct benefits that accrue from accessing schooling at the secondary level. According to World Bank (2004) Ayot and Briggs (1992), secondary Education has been shown to contribute to individual earning and economic growth. It is associated with improved health equity and improved social conditions. Secondary Education is further associated with strengthening democratic institutions and leading to civic participation.

Labour is the main asset of the poor (World Bank report) therefore making it more productive is the best way to reduce poverty. This requires enhancing the opportunities to earn money and developing the human capital to take advantage of those opportunities.

According to Koech(1999), education and training remains the foremost tools for accelerating social and economic development for industrialization in the 21st century. Kenya's need for continued investment in education is stimulated by the commitment of the country to achieve the goals for basic education for all (BEFA) Koech report (1999). This is motivated by the recognition of education as a basic human right for developing country like Kenya, that achievement of BEFA is the most beneficial in social and economic development. It is the spring board to all other levels of education. Investment in secondary education can be further justified in that children who have attained secondary schooling have the possibility of higher earning in future and investments in their schooling can before influence their future per capita income. Investment in education can assist the country attain the millennium development goals (MDG'S). Increasing the secondary school enrolment boost completion rates in primary education. If the student has a realistic opportunity to continue with their studies in secondary school it can be a motivation to successfully complete Primary school. An analysis of global education trends by UNESCO (2005) in World Bank that developing countries need some critical mass secondary participation in order to meet the goals of universal primary education (UNEP). This view is further supported by Clemens(2004) who observes that "no country has achieved over 90 percent primary net enrolment without having at least 35 percent secondary enrolment. Eshwani (1993) in a study carried out in Ghana found that improving access to secondary education not only improved enrolment at the secondary level but also served as an incentive for primary school completion. Similarly if transition rate to secondary school level fall, it is probable that primary completion rate will also fall.

Access to secondary education has the important return of its positive impact on personal health world Bank, (2005). Studies by Cave (2001) Mahy, (2003) have shown that in

both developing and developed countries a strong relationship exists between schooling and good health.

A stronger case for secondary education is presented OECD (2001) that showed that education has an effect on health independent of income race or social background.

Education has been proven to provide protection against HIV/Aids infection World Bank (1999). Moreover there is convincing evidence from Africa that young people who complete basic education are at reduced risk of HIV / Aids and this effect is even stronger for those who complete secondary education World Bank(2005). In a longitudinal study carried out by de Walque, (2004) in Uganda, there was a marked decline in HIV/Aids prevalence rate in people in the age bracket of 18-29 years with secondary to higher level education but much smaller decrease among those lower educational levels.

The UNESCO report (1991) indicates that the transition rate from primary to secondary level in developed countries is very high and almost all children from the primary level progress to secondary school level. It further says that in Africa countries and other third world countries the transition rate is low because secondary school attendance is not compulsory *as* in developed countries where secondary education is open. Lynn (1988) observes that in Japan children automatically move from primary schools to the neighboring junior secondary school. Fuhr (1979) say that in Germany there are no examination or selection procedures for those wishing to join second level of education.

In Japan the percentages of students of relevant age who entered upper secondary school rose from 40 percent to 50 percent in the mid 1950's, 70 percent in mid 1960 and over 90 percent in the mid 1970's. In the fiscal year 1994 the percentage stood at 95.5 percent

(MoEST), Japan (1994). The failure of many pupils to progress to secondary school, posed many problems, observes Bogonko (1992). They include exerting pressure on facilities and are an economic burden.

The education of day scholar is very crucial in breaking inter-generation transmission of poverty and leads to small families, more investment better health education and greater earning potential Ngugi (2006).

He further argues that children born to women with some form of secondary education experience infant mortality of only 44 deaths per 1000 live births compared to 97 per 1000 live births for those who did not complete primary schooling. Prolonged education therefore provides immense benefits in terms of contribution to development and healthy families.

The master plan on education and training MoEST (1980) says that secondary education plays an important role in creating the country's human resource base at higher level than primary education. The MoEST (1988) further observes that the 14 years primary school leaving age is for entry into jobs, which requires full maturity and observes that access to higher education is seen as an opening to well paid jobs.

Finally according to Morrison (1976) African countries have low secondary school enrolment due to the low primary to secondary transition rates.

2.3. Influence of school based factors on students completion rate in public day and boarding secondary Schools.

The cost of secondary education has continually been on the rise. The cost of education in public Boarding secondary schools currently stands at about Kshs. 22,900 and Kshs. 9,400 for public day secondary schools, Republic of Kenya (2003) this is beyond the

reach of many parents. According to government statistics, almost 56 percent of Kenyans live below the poverty line, Mwai (2006) National Poverty eradication strategy paper (NPESP) (1998). Children from families affected by poverty are increasingly dropping out of school.

According to the NPESP (1999) the low levels of secondary enrolment among the bottom 40% of the population is partly a function of failure complete primary school and partly because costs increase markedly at the secondary school level. Levine and Havinghurst (1957) observe that among the main factors that determine how far students progress in school is the ability of parents to pay.

Psacharopoulos and Woodhall (1985) contained that the cost of education inhibits access to education for poor families. According to KESSP (2003) the primary to secondary level transition rate is low because of high cost of secondary education. Njeri and Odundo (2003) concur with this view and observe that the cost of education has been in the rise in Kenya over the years making it difficult for poor household, to invest in their children's education at all levels. This made day schools to be preferred by many parents.

The ESR report (2003) observes that most secondary schools charge above the stipulated fees guidelines. When faced by such a situation poor households may respond by enrolling few of the eligible children in school or withdrawing them from school all together. Where money is scarce many parents in parts in Kenya invest in boy's education where they feel there are great economic returns Chege and Sifuna (2006). The progression of girls education is curtailed due to the economic considerations by parents and thus most girls will be found engaging in child labour like baby sitting. According to studies carried out by Chege and Sifuna (2006) on pastoralists in arid and semi-arid

regions the economic factors limit the participation of children there in school at all levels.

Among the issues raised by Daranja Civic Forum working under the auspices of Elimu yetu Education during a one day stake holders forum on issues on transition and cost of secondary education in Kenya were the following. First to establish the unit cost of education to provide a benchmark for establishing fees guidelines outlining the cost for tuition, textbooks, uniform, curriculum activities, and personal emolument among others.

Secondly the education Ministry should come up with a policy allowing schools to take in fees in terms of goods and food stuffs rather than insisting on cash. To this end parents could be allowed to bring in bags of maize or beans to underwrite their children's fees. Thirdly the disbursement of bursaries should be reviewed so that it can benefit the needy. It was noted that under the current framework money is disbursed through constituency development committees which are prone to abuse leaving out many needy children. At this point the public should monitor the disbursement and use of various funds being channeled through CDF bursaries, and grants for roads and other projects (EF A, 2006: 17) Poverty In a report by FA WEK (1999) the cause of low completion by students in schools are poverty, cultural practices, early pregnancy and negative attitude by parent. Due to poverty, many families give preferences boys to be in school while the girls remain at home to take care of their younger siblings.

Mwiria (2005) says Day scholars are likely to complete like boarding students He observes that parents give preference to boarding students education than day scholars. He also notes that day scholars have a heavier workload at home compared to the boarding students. He cites cultural practices such as early marriage and domestic labour. The school environment is also seen to work against the girls as some teachers are gender

insensitive others take sexual advantage over girls when they are coming from school or are unable to motivate girls enough due to both inadequate training and traditional attitudes. He also notes that in situations of insecurity, day scholars are likely to remain out of school, boarders performance will also go down.

Maina (2002) states that low graduating rate is a reality more than it was ever before and although it affects both boys and girls in secondary school, the problem is more prominently affecting day scholars due to cultural belief, peer pressure, drug abuse and forced marriages and the government laxity in enforcing the laws that should protect the students.

2.4 Influence of family based factors on students completion rate in public day and boarding secondary Schools.

According to Nkinyangi (1980) traditional beliefs and attitudes greatly influence the enrolment of students and equally influence the decision to withdraw them from schools. Njau and Wamahu (1994) that girls who had undergone initiation (FGM) find it difficult to return to school and therefore fail to progress on to secondary school education. Their next aspiration is to get Married. The boys go to work as houseboys and in irrigation farms. Chege and Sifuna(2006) observe that parents fear investing a lot of money on girls who may me pregnant or get married before completing school They further say that the vulnerability of day scholars education is evident from practice where the parents take boarders to school when resources are scarce and for anticipated greater economic gains. The day scholars problem aggravated by the fact that motherhood and fatherhood are accorded high status in most communities .The boarders who drop from school are from poor families. Studies carried out by GCN(2003) found that parents in Islamic religion refuse to enroll their girls in formal schools fearing that they will get into contact with

foreigners.

According to Chegeand Sifuna (2006) parents in Islamic religions prefer to enroll their daughter and sons in religious schools or Madarasa arguing that formal schools are for Christians. Platt (1970) observes that early socialization and pattern of cultures play a major role in their education wastage. Otite(1994) observes that children are socialized into sex roles.

This implies that girls are destined to be married but not advance in education and boys are allowed to go to work in farm. Due to such cultures preferences is given to students in boarding schools over these in day schools particularly when there are economic constraints Eshiwani, (1993).

Sexual Abuse and Pregnancy: Hyde (1996) quotes that "There are set backs in implementation of punitive measures against teachers immoral conduct with school girls because affected collude with parents" bribery is high largely due to poverty. Parents are reported to have agreed to settle the matter for as little as US \$ 20. Girls become pregnant in the process suffer doubly as they fail to complete and end up more often than not, not marrying the teacher responsible' Kiptanui (2000) says that teachers who sexually abuse their pupils not only deserve to be sacked but imprisoned to discourage the vice. Such students become victims of not graduating as they are too embarrassed to remain in school while others get infected with STD's and/or get pregnant.

News bulletin currently within a week announces sexual abuse among females; father raping the daughter below 3 years, old women over 70 years raped by the sons, teachers raping school girls. High morality is found naturally in the nationwide counties and village level. There are cases reported in ten new bulletins of homo sexual and beastly

sexual activities. Young and old both men and women are using their bodies for sexual commerce.

Sexism: According to a report by FAWE (1994) girl completion rate is low due to FGM, early marriage and child bearing. These influence family decision to educate girls.

This report also observes that girls have heavier workload in day schools and also the boys.

This then results to fatigue, absenteeism, poor concentrating and hence lower examination performance leading to either "self or enforced withdrawal of students from school.

2.5 Strategies for solving problems facing students completion rate in Public day and boarding secondary Schools.

There are a number of schools based factors which hinder progression to further education. They include examinations, wastage in primary schools, and school environment among others. The Kenyan education system is structured into interdependent cycles: Primary, Secondary and Tertiary levels. Many studies indicate that Kenya has an examination oriented education system to move from one level to the next, students have to take highly competitive national exams. Not only complete standard eight but also obtain good scores in the K.C.P.E those students who intend to go for higher education after completing secondary school must also obtain high grades in the K.C.S.E. The education system has a much large primary base relative to the upper levels therefore opportunities for mobility becomes less and less as the cohort moves up the education ladder.

As a result many pupils are weeded out of the education system if they don't excel (Kamunge report 1998). According to Chege and Sifuna (2006) studies based on Kenya system indicated that KCPE eliminates more pupils in day school than in boarding from the education system A study by GCN (2003) indicates that the pupils in boarding schools in Kenya perform better than those in day schools in KCPE which account for the normal higher transition rates by boarders than day scholars from primary to secondary school. Due to this exam oriented system of education repetition of classes is highly encouraged by both teachers and parents so that pupils can perform well in exams and therefore gain admission to quality schools. Krystalls (1993) says that when a pupil failed to obtain good marks to enable them secure secondary school places they are encouraged to repeat emphasis being on pupils from well to do families. This leads to boarders obtaining higher marks and thus their chance of progressing in education is higher. The Education for All Report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and dropout. The NPEP (1999) observes that grade repetition and failure to complete primary schools are serious problems that affect low-income groups and girls. According to RO.K (1989) the high wastage rate are the major constraints to achieving universal literacy in Kenya since majority of children drop out before completing primary education. According to the GCN (2003) the causes of high drop out rate among the pastoralist children centres on cultural aspects, poverty, early marriages, negative attitude to education and nomadic pastoralism. Quoting a ministry of education survey Chege and Sifuna (2006) says that out of a sample of 8000 primary dropout rate was estimated at 54%. Chege and Sifuna (2006) also observed that estimated wastage rate ranges from 30-47%. Adhiambo and Heneveld (1997) argue that a harsh school environment determine whether [Day scholars will](#) progress with their education. This in view is collaborated by FAWEK report (1999) which revealed sexual violence on

girls in day school to be a major factor undermining their participation in education. The main offenders in sexual abuse includes teachers, workers in boarding schools and peers which often leads to withdrawal from schools, unwanted pregnancies and even death according to Chege and Sifuna (2006)

According to GCN (2003) conditions in schools such as poor sanitation play a major role in determining the participation of students in day schools in education particularly when sanitation does not accommodate their biological needs NCKK (2006) reiterated the low numbers of secondary schools has being attributed to a number of factors. First the conditionality given by the MOE to one aspiring to start a secondary school is quite prohibitive. Secondly the reliance of boarding rather than day schooling has made secondary education cost up to 5 times more than primary education.

According to Education Insight (2005: 14) the government should enhance educational facilities vesting more on day schools as boarding schools facilities are more costly making secondary education out of reach of many children. The boarding schools are left for rich parents who are few in Kenya. Repetition: Ngau (1999) notes that multiple repetition results to frustrating the student who feel embarrassed to remain in the same form and course the student to leave school. Wako (1980) states that excessive absenteeism due to poor health, suspense and inability to pay school fees being frequently sent home to bring required contributions or other items and long distance to school. A pupil may then be harassed by the teacher for being absent ands to escape the teachers wrath may dropout of school before completing. Due to this exam oriented systems of education repetition of classes is highly encouraged by both teachers well in exams and therefore gain admission to qualify schools. Krystalls (1993) says that when pupils failed to obtain good marks to enable them secure secondary school places they are encouraged

to repeat emphasis being on boys in day schools. This leads to boys obtaining higher marks and thus their chances of progressing in education is higher. The education for all report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and drop outs the NPEP (1999) observes that grade repetition and failure to complete primary and secondary education are serious problems that affect low income groups and girls. Secondary school repetition rates by province and sex, 1999. Coast has 17,722 boys, 15,092 girls, repeater rates were 1.5% boys and 1.1% girls. Central 67,294 boys and 76,745 girls, repeater rates were 1.3% boys, 0.7% girls. Eastern 62,393 boys, 59,946 girls, repeater rates were 1.3% boys and 0.9% girls. Nairobi 11,882 boys, 8,525 girls, repeater rates were 1.9% boys and 8.9% girls.

Rift valley 70,173 boys, 56,839 girls, repeater rates were 1.4% boys, 1.3% girls. Western 48,622 boys, 45,768 girls' repeater rates were 1.9% boys, 2.0% girls. Nyanza 64,791 boys, 49,443 girls, repeated rates were 2.5% boys, 2.0% girls. Northeastern 3,699 boys, 1,324 girls' repeater rates were 1.4% boys, 0.5% girls. National total enrolment 348,133 boys and 313,691 girls' repeater rates were 1.7% boys, 1.5% girls. Source MoEST: statistics source. Poor performance: Kimari (1981) and Ngau (1999) observed that students do not complete due to poor performance. The learners who do not perform as per schools expectation are made to repeat and some prefer to leave the school before completing. Wamuhii (1996) maintain that the negative attitude of the parent and teacher towards the capability of women and girls may be self fulfilling. Daughter whose parents have these attitudes under-perform as girls whose teachers share these opinions. She observes that girls only act what they have been taught to do. They are passive accepting and constantly pushed into responsibilities outside the classroom teaching the girls to be poor students. Wasike (2001) states that poor performance need close supervision, remedial work to improve on their schools grades. The teachers using guidance and counseling

skills ought to establish if there are any psychosocial problems that are contributing to school completion rate and deal with them appropriately. Performance in Kenya certificate of secondary examination (KCSE) has improved steadily. For example 1,265 (0.48 %) of candidates obtained grade A in the year 2006 compared to 611 (0.24%) in 2005: boys often tend to perform generally better than girls in the key subject such as English, Maths, Biology, Physics and Chemistry.

The perception of girls doing better in languages than boys debunked by the performance in KCSE English between 2000 and 2005 when boys performance in the subject was superior to that of girls GPE (July 2007) Secondary completion rate: these declined from 86.7% for boys and 86% for girls (nearly at par) in 1990 to 75.5% and 79.8% for girls and boys respectively in 2000. (a 10.5% point decline for girls and only 6.9% point decline for boys. Gender disparities in transition from secondary to public universities have been wide. In the year 1999 and 2000 academic year only 35.4 percent of those admitted into public universities were female. These rose to 38% in the year 2002 and 2003. To address girls' low participation the government has provided grants to some girls schools and currently implementing an affirmative component in awarding of bursaries to female students, MoEST (2003) Teachers: there was much concentration of trained female teachers in Nairobi (71% or 1,122 females out of 1,562) and central (45.2% or 4,052 females out of 8,902) provinces. Generally this situation was attributed to better quality urban service and living conditions which attract females. These and close proximity to the city of Nairobi, for central province attract married women whose spouse work and reside in the city. Coast and Nyanza provinces have less than 30% female teaching force. Experienced trained teachers in pedagogical skills must provide conducive environment in his classroom for effective learning where the learners are trained to be responsible pupils, well behaved and disciplined so that they own their

classrooms and feel part and parcel of the class. An atmosphere of democratic leadership in the classroom encourages equal participation of all learners in the class. This as opposed to authoritative teachers, where by a learner is not allowed to “cough” can induce the girl child to avoid absenteeism and not be retained in equal school. Teachers must strive to accord all learners equal participation. By encouraging them to be active and giving them similar tasks and assignment, free and expressive class brings out the best in the learners. Teachers therefore must devote time and attention to developing among learners’ appropriate social skills for negotiating conflict and moving towards consensus, Kombo (2005:152) Lack of guidance and counseling services in secondary schools, Miller (1971) says that guidance is the assistance which the school gives a student to help him solve his special problems and aids him in fulfilling his potential. It enables a pupil to discover his inner needs, to overcome his weakness and recognize his abilities and interest so that he may understand himself better and thereby intelligently, formulate and plan both immediate and lifetime goals. Guidance and counseling will enable the learner to understand how to cope with home based factors and importance of completing secondary education and investing in education. Millar says that guidance has the following principals it should at all times be a learning situation for the pupils. It should be developmental and not be conceived of as merely a salvage effort an attempt to rescue and rehabilitate, “discipline cases”. Such a notion has led to the neglect of pupils with normal problems. Guidance should be preventive that is it should help the student with his/her difficulties before they develop into problems. Guidance should be flexible. It should be adapted to all types of students and all kinds of problems. Also it must utilize all the various techniques such as group guidance, counseling and so forth. Guidance should further explore adolescent as a time in which the exploratory thrust is very strong hence the pupils will explore no matter what, so that school should be on hand to guide

these experiences, integrate them and give them meaning .Vaughan (1975) says that the ideal of education without guidance is unthinkable.

Whenever we teach anyone to do anything or to change the way they behave, we are directing their activities towards some end, whether defined or not, The little child is taught to speak, read, write and count. According to sets of rules which aim at initiating him into the means of communication common to the child's culture, the child is commonly encouraged by the teachers to work hard, and in keeping with the competitive values of our society, to aim with increasing concentration throughout his adolescence at the passing of examination which its effect accord social recognition to whatever level the child has managed to reach.

2.6 Summary of Related Literature Review.

The review of literature presented in this chapter emphasizes on the importance of school completion rate among students education in secondary level It dwells on the causes of school completion in secondary schools which include lack of adequate secondary schools, social- cultural practices, home based factors, school based factors, economic factors among others . In Kibwezi District Kenya, there is school disparity In the student's completion rate in secondary school. However a lot needs to be done and strategies laid down to promote school completion rate among students in public day secondary schools.

This study intends to identify the appropriate strategies to promote school completion among students in public day secondary schools in Kibwezi District Kenya.

2.7. Theoretical Framework

The theoretical basis of the study was Maslow's theory of Human motivation. Human beings are motivated by needs that occur in hierarchy order. They are psychological and physiological needs; they run from highest to lowest needs. The theory states that the lower level needs must be satisfied first. The physiological needs which are biological in nature and includes food, water, air ,sleep and rest; they must be fulfilled before the secondary needs. This implies that if food is not available at home children cannot adjust within the school environment. Therefore hunger and starvation is a common problem to some families. The results is that the hungry children cannot cope with school work and in most cases they perform poorly and are forced to repeat or they end up dropping out of school.

Every child need to be loved, to belong to a group and to achieve goals. Some teachers use authoritative leadership styles in the class and children feel they are not loved and lack interest in attending school On the other hand the use of ineffective learning methods by some teachers cause children to drop out of school particularly the slow learners who cannot easily move along with others. Liabert and Liabert (1988) while referring to Maslow's theory of human motivation states that humans are inherently good and they are capable of developing in healthy ways of circumstances allow them to express their innate potential.

The hierarchy of need suggested that the people are motivated to fulfill basic needs before moving on the other needs. The basic assumptions are that higher level needs like education on the hierarchy must come after lower level preceding it.

2.8. Conceptual Framework.

A conceptual framework is a model of presentation whereby the researcher conceptualizes or represents the relationship between variables in the study graphically or diagrammatically (Orodho 2004).

2.9 Conceptual Framework

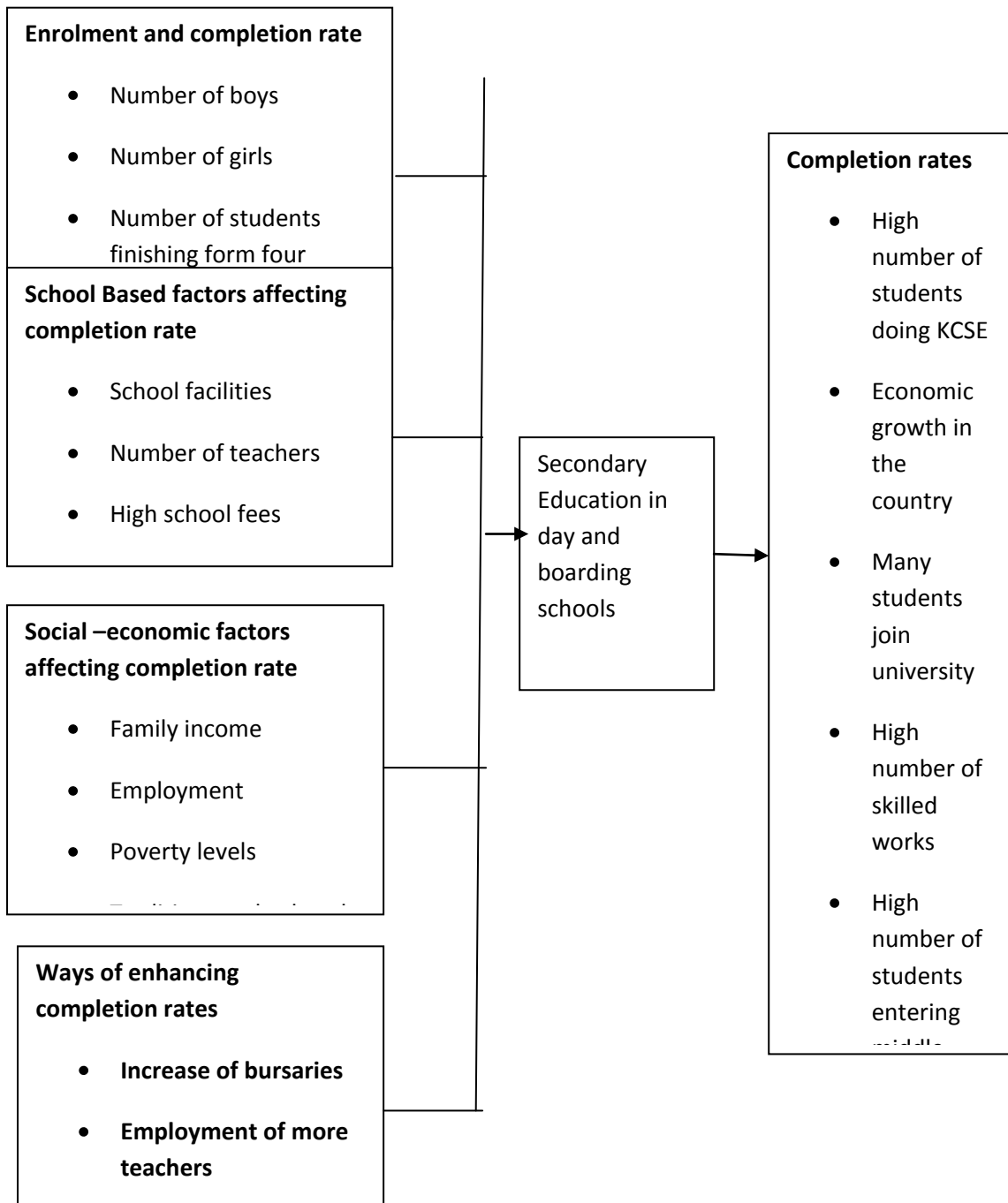


FIGURE 1 The relationship between completion rates and the factors determining them

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. Introduction

The chapter aimed at describing how the study was conducted. It focused on research design, study location, target population, sampling procedures, study instruments, piloting, validity, reliability, data analysis and data presentation.

3.2. Research Design

The study adopted descriptive survey design to determine the factors that contributed to school completion rate among students in public day secondary schools. In survey design the researcher does not manipulate the independent variables and does not need manipulation checks. Happner et al: (1992). The reason for choosing this approach is because the research aimed at finding out the factors as viewed by different people. So the study was concerned with gathering facts and figures rather than manipulation of variables Orodho (2005).

3.3. Study Location

The study was carried in Kibwezi district Makueni county in public day Secondary schools and public boarding schools. Kibwezi district is located South of Makueni county and borders Kitui county in East and Machakos in the North. It lies on the slopes of Chyullu hills it is well networked connected by Nairobi –Mombasa Highway Road and Kibwezi –Kitui Road.

It is relatively warm and receives little unreliable rainfall. The economic activities

include cash crops such as Sisal and Horticultural farming such as French beans and tomatoes by irrigation.

3.4. Target Population

Borg and Gall (1989) define the target population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study.

The study target population in this case was all the 40 district public day and boarding secondary schools with enrolment of 7128, 40 head teachers, 590 teachers, 2 education officers, 7128 students, and parents with students in the schools in Kibwezi District.

3.5. Sampling Procedure

Gay (1983) cited by Mugenda A. and Mugenda O. (1999) suggests that for descriptive studies 10 percent of the accessible population is enough. Random sampling was used to select, 20% schools for study namely Kalulini, St. Joseph, St. Mary, Muthingiini out of the present public boarding secondary school and Masaku Ndogo, Yikita, Utithi, and Ulilini to represent day secondary schools the 40 public secondary school. The 8 Head teachers, 40 teachers (5 from each school), 160 students (20 from each school 32 parents) 4 from each school), 2 educational officers used for the study.

The researcher wrote all the names of the 25 public boarding schools on small piece of papers, fold and put them in a basket. The researcher picked randomly any 4 Pieces of paper which represented the schools for study for the boarding schools and repeated for the remaining 15 public day secondary schools and selected the 4 public day schools for the study

Table 3.1: Summary of the study sample size

Category	Respondents	
	Boarders	Day
Headteachers	4	4
Teachers	20	20
Students	80	80
Parents	16	16
Education officers	2	

3.6 Research Instruments

The study employed the use of questionnaire and interview schedule. The questionnaires were used for head teachers, teachers and students. The questionnaires were distributed directly to the respondents by the researcher with prior arrangements. The interview schedule was suitable for the, Educational Officers and parents. The instruments were administered to the respondent at their respective places of work and parents at their respective homes at convenient time having prior arrangements with them, when they had face to face conversation with the researcher.

According to Nkapa, (1997) a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions. They also provide considerable advantage because in administration, it presents an even stimulus potentially to large numbers of people simultaneously and provides the researcher with an easy accumulation of data (Kless and Bloomquist (1985). The questionnaires also give the respondent the freedom to express their views, opinions and make suggestions. Interview schedules are appropriate with a small sample since the researcher is able to

obtain sample information from respondent which wouldn't be possible using questionnaires Kless and Bloomquist (1985). The head teachers ,teachers, students have questionnaires parents and education officers had interview schedules

3.7.Piloting

The main aim of piloting is to help identify misunderstanding, ambiguities, useless and inadequate items in the instruments. Wiersma (1985) says that piloting is necessary as a way of finalizing the research instrument. Pilot was carried out in two secondary schools and yields a coefficient of correlation of 0.8. This exercise helped the researcher to acquaint himself with the administration of the instruments. The piloting schools were excluded in the main study.

3.7.1Validity

According to Mugenda and Mugenda (2003) validity is the degree of which results obtained from the analysis of the data represents the phenomenon under study. Borg and Gall, (1989) states that validity is the degree to which an instrument measures what it purports to measure. Gay (1992) says that validity is established by expert judgment.

According to Vernon (1974) the validity of behavior measure is an index of the degree to which an instrument consistently measures the same attribute and is related to the precision of a measuring instrument.

3.7.2 Reliability

Reliability is the measure of the decree to which a research instrument yields consistent results or data after repeated trials. The questionnaires were given to the piloting group and the responses were analyzed after which two weeks period was allowed to pass

before the same treatments was applied to the same respondents. After test-retest the results were subjected to Spearman's coefficient of correlation and yield 0.78. The formulae used was

$$\text{Rho } (r_s) = \frac{1 - 6\sum d_i^2}{n(n^2 - 1)}$$

Where: rho (r_s) = Spearman's coefficient of correlation.

D_i = Difference between ranks of pairs of the two variables.

n = The number of pairs of observation.

3.8. Data Collection Procedure

Primary data was used in this study. Data was collected from head teachers, teachers, students, parents and education officers. The study targeted males and females aged between fourteen and sixty years. The research instruments used in the study was self administered questionnaires consisted of structured questions items and interview schedule. The questionnaires were administered by the researcher and also the researcher interviewed the parents and education officers. The researcher got clearance from National Commission for Science, technology and innovation. The researcher also got permission for data collection from the District Education Officer Kibwezi District.

3.9 Data Analysis Techniques

Descriptive statistics were utilized in the analysis of the study findings. Data collection was analyzed using descriptive statistics the use of frequencies and percentages were applicable. The data collected was analyzed using the Statistical Package for Social Sciences (SPSS) program analysis. This involves transfer of classified data gathering

tools in which a systematic analysis is done. Quantitative and qualitative techniques was used .Statistics that were completed are frequency tables and percentages. The results of the study data were presented in frequency tables and percentage. Gay (1992) says that frequency tables communicate results and findings easily to majority readers.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION.

4.1. Introduction.

This chapter presents data findings from the field, its analysis and discussion. The data was gathered through a research questionnaire, interview schedule and analyzed using content analysis. The data findings were on the school completion rate among students in public day and boarding secondary schools in Kibwezi district. Data relating to factors hindering schools completion among students were analyzed and interpreted, the analyses is done in two categories for the factors affecting the school completion rate among students and factors to enhance completion rate among students in public day and boarding secondary schools.

Data was collected from current head teachers, teachers, students in the sample school and respective parents, education officers in the district.

4.2 Respondents Questionnaire Return rate

The questionnaires were issued to the principals, teachers, and students. The interview schedules were also administered to the parents and education officers

The table below shows respondents questionnaire return rate

4.2 Respondents Questionnaire Return Rate

Respondents	No. of items issued	No. of items returned	Percentage of items returned
Head teachers	8	6	75
Teachers	40	32	80
Students	160	150	94
Parents	32	32	100
Education officers	2	2	100

Results in the table 4.2 indicates that majority responses returned were questionnaires 94 percent students,100 percent parents,80 percent teachers and 100 percent education officers.. The Head teachers had 75 percent return rate.

4.3. Demographic Profile of the Respondents.

The respondent's demographic profile is analyzed in terms of gender, age, level of education, teaching experience and students population.

Table 4.3 Demographic Profile of the Respondents by Gender.

GENDER	Head teachers		Teachers		Students		Parents		Education Officers	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
MALE	6	75	12	30	50	31.3	10	31.3	1	50
FEMALE	2	25	28	70	110	68.7	22	68.7	1	50
TOTAL	8	100	40	100	160	100	32	100	2	100

Results in Table 4.3 shows that out of two hundred and forty two respondents, 75% were male head teachers while 25% were female head teachers. More girls and female teachers are found in public boarding and day secondary schools in Kibwezi district, Makueni County. 70% were female teachers and 68.7 % of the students were girls the male teachers and boys got 30% and 31.3% respectively. He parents were 68.7 % females, and 31.3 % males. This shows that female parents are the majority in school meetings. The education officers got 50% for they were only two in the district.

4.4 Demographic Profile of the Respondents by age

The respondent's demographic profile is analyzed in terms of age in the table below

Table 4.4 Demographic Profile of the Respondents by age

Age of respondents	Head teachers	Teachers	Students	Parents	Education officers
1-15years	0	0	40	0	0
16-21years	0	0	120	0	0
22-35years	1	10	0	0	0
36-45yrs	3	25	0	22	1
Over 45years	4	5	0	10	1

Results in table 4.4 indicates that head teachers were as follows between 22 -35 years 1 head teacher, between 36-45years 3 head teachers and the rest of the four head teachers were over 45years. For the teachers ten of them were between 22-35 years. 25 teachers were between 35-45 years and only 5 teachers were over 45years which indicates some teachers may develop love affairs with students. The students, majority were between 16-21years with a total number of 120 students and the rest 40 students were between 1-15 years. The parents are young because 22 of them are between 36 45 years and only were over 45years. The education officers were only two , one aged between 36-45years and the other over 45years.

Table 4.5 Teachers Teaching experience

Years	Frequency	Percentage (%)
Between 1-3 years	15	31
Between 4-7 years	25	52
Between 8-10 years	6	13
Over 10 years	2	4
Total	48	100

The results in the Table 4.5 the respondent teaching experience was that majority of the respondents 52% had teaching experience between 4-7 years, followed by those teaching experience of 31% between 1-3 years and between 8-10 years, lastly 4% those with teaching experience of over 10 years. This is an indication that some teachers would be lacking wide exposure in factors enhancing day secondary school students education completion. Teachers with long teaching experience have acquired and mastered techniques, teaching styles and skills to teach effectively motivating the students to enjoy learning.

Table 4.6 Level of Education for Teachers.

Level of education	Frequency		
	Boarding	Day	Percentage %
Master's degree	4	1	10%
Degree	15	5	42%
Diploma	10	5	31%
Others (certificate)	1	7	17%
Total	30	18	100%

The results in the table 4.6 majority of the respondents 42% were degree holders followed by 31% diploma and 17% were certificate. 10% master degree holder was found in the public boarding and day Secondary schools. This implies that almost half of teachers lack degree education which is important in teaching secondary education. Teachers with high academic levels of education masters content of the subject well and are able to deliver the subject content easily and clearly.

Table 4.7 Students admission by type of school for three consecutive years.

Year	Boarding		Day School		Total Enrollment
	No	%	No	%	
2008	3877	52	3566	48	7443
2009	3999	51	3895	49	7847
2010	4391	51	4112	49	8503

The results in table 4.7 indicates that for the three consecutive years 2008-2010 day school enrollment 48%,49% and 48% were lower compared to that of boarding schools 52%, 51% and 52% respectively. These imply that there is student’s disparity in admission which might be contributed by family based factors. The admission rates for day scholars for the three consecutive years was below 50%

Table 4.8 Students completion rate by type of school.

Year	Boarders	%	Day Scholars	%	Total
2010	3720	55	2985	45	6705
2011	3795	57	3020	43	6815
2012	3890	55	3200	45	7890

Results in table 4.8 shows that students in day Secondary schools have low completion rates for the three consecutive years. This was 45%, 43%, and 45% which was less than the completion rate in Boarding Secondary Schools which was 55%, 57% and 55 % respectively. These imply that there are some schools based factors affecting the students in day secondary schools education.

4.9. The influence of school based factors on school completion rates

The influence of school based factors on school completion rates is analyzed in terms of poverty /fees, Inadequate government policies, Inadequate teaching staff, harsh environments, sexual harassment, Inadequate sanitary facilities, unsatisfactory students welfare services, Inadequate instructions materials, indiscipline in schools, Inadequate

role models ,Inadequate FSE funding, Inadequate guidance and counseling and poor performance.

Table 4.9.Number of respondents who have selected different school based factors

Head Teachers (n = 8), Teachers (n = 40), Students (n = 160)

School based factors	Head Teachers		Teachers		Students	
	Boarding	Day	Boarding	Day	Boarding	day
Poverty/fees	4	3	15	20	100	42
Inadequate government policy	3	3	20	15	90	46
Inadequate teaching staff	3	4	20	14	100	40
Harsh environment	0	2	15	5	50	43
Sexual harassment	2	0	9	6	57	40
Inadequate sanitary facilities	2	2	10	12	100	45
Unsatisfactory student's welfare surfaces	0	3	11	10	42	40
Inadequate instructions material	4	1	20	8	32	30
Indiscipline in schools	3	2	20	14	42	40
Inadequate role models	2	2	10	14	60	42
Inadequate FSE fundings	1	2	20	7	60	30
Inadequate Guidance and counseling	3	3	20	10	44	40
Poor performance	4	2	20	7	51	50

Results in table 4.2 indicate that poverty/Fees was ranked highest by 87.5% head teachers, 87.5% teachers and 88.8% students. This implies that students in day secondary education are compromised due to poverty level of parents.

Inadequate government policies 75% head teachers, 87.5% teachers and 85% students.

This implies that, there are inadequate government policies to give direction towards students in day secondary education such as girl-mother re-entry policy was not fully supported and the existing policies are not fully implemented. Inadequate teaching staff indicated by 87.5 % Head teachers, 85% teachers and 87.5% students. This implies that inadequate teaching staff continues to cause psychological and physical injuries to the students especially in subjects that are favoured by girl-child, such as History and English and over crowded classroom hence less teachers-student contact resulting to indiscipline. Harsh environment was indicated by 25% head teachers, 37.5% teachers and 58.1% students. This implies that lack of conducive learning environment for the students hinders day secondary education completion. Sexual harassment indicated by 25% head teachers, 37.5% teachers, 60% students. This implies that some of the girl and boys were psychologically and physically tortured, sexual harassment is not fully stopped hindering girl-child secondary education completion. Inadequate sanitary facilities indicated by 50% Headteachers, 55% teachers and 90.6 % students. This implies that girl-child feels humiliated when using inadequate sanitary facilities especially during her menses hence forcing her to go home. Unsatisfactory students' welfare services indicated by 37.5 % head teachers, 52.7%, Teachers and 51.3% students. This implies that students in day secondary schools welfare services such as provision of sanitary pads when not met will cause the girl-child to leave school before completion some boys can leave school also for lack of attention from teachers. Inadequate instructions material as indicated by 62.5% Headteachers, 70% Teachers and 51.3% students. This implies that lack of instruction materials will contribute to poor performance hence the students in day schools are always send home because

of instructional materials against the government policy prohibiting sending the children home during school time. Indiscipline in school indicated by 62.5% head teacher, 85.0% Teachers and 51.3% students. Because students in day Secondary school activities during school weekends and holidays could not be controlled and even after school evenings they get involved in bad activities such as drug abuse, prostitution, poor dressing , fighting and other forms of distracters outside the school setting. This has lead to lack of concentration in class work. Inadequate role models indicated by 50% head teachers, 60% Teachers and 63.8% students.

This implies that there are no significant personalities to be emulated by the students particularly women. In adequate FSE funding as indicated by 37.5% head teacher, 67.5% Teachers and 56.3% Students. This implies that the government should increase FSE funds t meet the students requirements such as sanitary pads and school uniform for both boys and girls. Inadequate guidance and counseling indicated by 75% head teachers, 75% teachers and 52.5% students. This implies that the guidance and counseling department in the schools are not active hence not assisting the students in day secondary schools towards benefits of secondary education completion. Poor performance indicated by 75% head teachers, 66.5% teachers and 63.1 percent students.

This implies the students in day secondary school low admission marks contribute to poor performance hence forcing the students to drop out of school before completion due to poor performance in continuous examination-CATS.

4.10 Influence of family based factors on School completion rate.

Influence of family based factors on School completion rate is analyzed in terms of poverty/fees, teenage pregnancies, early marriages, inadequate parental support , poor environment, illicit brews /drugs, indiscipline at home, inadequate role models, motor bike Bodaboda business and child labour.

Table 4.10 Influence of family based factors on School completion rate.

Students (n = 160), Parents (n = 32).

Family based factors	Students	%	Parents	%
	160		32	
Poverty/fees	107	66.88	20	62.5
Teenage pregnancies	93	58.1	26	81.3
Early marriages	64	40	25	78.1
Inadequate parental support	105	65.6	24	75
Poor environment	96	60	16	50
illicit brews/Drugs	100	62.5	22	68.8
Indiscipline at home	94	58.8	27	84.4
Inadequate role model	120	75	17	53.1
Motor bike bodaboda business	101	63.1	28	87.5
Child labour	135	84.4	24	75

Results in table 4.10 poverty were ranked one of the highest as indicated by 66.88% students,62.5% parents. This implies that the poverty level in a family effects school completion rate including inadequate food, room for sleeping and light for carrying out extra studies in the evening. Teenage pregnancy indicated by 58.1% students, 81.3%

parents. This implies that the moral values and life skills are lacking in the students. Early marriages are indicated by 40% students and 78.1% parents. This implies that the value of education among girls is low, hence preferring to get married before secondary school completion. Inadequate parental support indicated by 65.6 students, 75% parents. This implies that the parents do not provide the entire school requirement such as paying school levies on time hence forcing the students to be out of school. Poor environment as indicated by 60% students and 50% parents. This implies that learning environment at home is not conducive such as good lighting to do studies, domestic chores at home and proper sleeping conditions. Illicit Brews and drugs as indicated by 62.5 % students and 68.8 %parents. This implies that homes where there are illicit brews and drugs students are involved in selling and brewing during weekends and holiday hence the failing to complete secondary education. Indiscipline at home as indicated by 58.8% students and 84.4 parents. This implies that students lack moral values at home leading to lack of value of secondary education completion. Inadequate role models indicated by 75% students and 53.1% parents. This implies that the students in day secondary school lack significant personalities to emulate particularly mother or other women within her reach, hence lacks values of secondary education. Motor Bike bodaboda business as indicated by 63.1% students,87.5% parents. This implies that students in day secondary schools are lured by young motor bike cyclists through luxury rides and nice lunches hence failing to complete their secondary education. Child Labour as indicated by 84.4% students and 75% parents. This implies that the students in day secondary school overwork at home in cases such as sick parents and death of parent

4.11 Influence of Parents' Perception on school completion rate.

The influence of Parents' Perception on school completion rate is analyzed in terms of

negative stereotype, girls-child negative attitude ,education is a field of male domain, and cause of education.

Table 4.11 Influence of Parents’ Perception on school completion rate

Parents (n = 32)

Parents’ Perception on school completion rate	<i>Parents – f</i>	%
1.Negative stereotype	20	62.5
2.Girl-child negative attitude	24	75
3.Education is a field of male Domain	24	75
4.Cost of Education	26	81.3

Results in table 4.11 indicate that negative stereotype suggested 62.5% parents. This implies that negative stereotyped factors such as the girl child who get married after being educated and her education benefits the husband’s side continues to affect investment in the girl child education and in boys some who have no much education being more wealth than educated ones.

Girl child negative attitude was indicated by 75% parents. This implies that girl-child has negative attitude such as boy-child performs better academically than girl child. Education is a male domain was indicated by 75% parents. This implies that education is still viewed as a field of male domain and girl-child fit well in the kitchen field. Cost of Education was indicated by 81.3 %parents. This implies that the student secondary education is compromised when the cost of education is high.

4.12 Strategies to promote students completion rate in Kibwezi district.

The strategies to promote school completion rate in Kibwezi district is analyzed in terms of Education policies, parental involvement, instructional resources , motivational schemes, role models, teachers improvement, affordable levies, guidance and counseling, co-curricular activities, girl-child welfare, discipline management and more subordinate staff.

Table 4.12 Strategies to promote students completion rate in Kibwezi district.

Head teachers (n = 8), Teachers (n = 40), Students (n = 160), Parents (n = 32), Education officers (n = 2).

Strategies to promote students completion rates	HT	%	TR	%	ST	%	PA	%	EO	%
	8		40		160		32		2	
Education policies	8	100	40	100	160	100	32	100	2	100
Parental Involvement	8	100	40	100	160	100	32	100	2	100
Instructional resources	7	87.5	34	85	154	96.3	30	93.8	1	50
Motivational schemes	8	100	33	82.5	138	86.3	29	90.6	1	50
Role Models	6	75	36	90	145	90.6	28	87.5	2	100
Teachers improvement	7	87.5	38	92	143	89.4	30	93.8	2	100
Affordable levies	8	100	40	100	160	100	32	100	2	100
Guidance and counseling	6	75	36	90	143	89.4	30	93.8	2	100
Co-curricular activities	6	75	37	92.5	144	90	28	87.5	2	100
Girl-child welfare	6	75	38	92	143	89.4	31	96.9	2	100
Discipline Management	7	87.5	35	87.5	150	93.8	28	87.5	1	50
More-subordinate staff	6	75	33	82.5	132	82.5	24	75	1	50

Instructional resources, as indicated by 87.5% head teachers, 85% teachers, 96.3% students and 93.8% parents and 50% EO. It was necessary for schools authorities to maintain 1:1 students text book ratio , construct and expand existing school plant , have a suggestion box or forum where complaints regarding resources use and availability could be highlighted establish maintenance practices to optimize students completion in day secondary school .

School motivational schemes: as indicated by 100% head teachers 82.5% teachers 86.3% students , 90.6% parents and 50% EO suggested and subordinate staff, certification and promotion improve students completion in day secondary school education.

Role models for the students: as indicated by 75% head teachers, 90% teachers, 90.6% students 87.5% parents and 100% of EO. This could be done by invitation of female and male guest speakers, teachers being role models in the course of their duty and use of outstanding students both from within their day schools and from neighboring schools.

Improvement of teachers, indicated by 87.5% head teachers, 95% teachers, 89.4%students , 93.8% parents and 100% EO shows that it could be done by exposing teachers to seminars and work shops to enhance students needs sensitivity, acquiring better teaching methodology, employing more teachers to meet teaching shortfall in schools, and accommodating them in the school compound.

Affordable school levies; all 100% (respondents) suggested that school levies should be affordable and the students should not be sent away especially the girl child because of school fees arrears. The students in a day school could pay for lunch programme, school educational tours, club activities, and infrastructure development. This should be charged reasonably. Others include the establishing income generating activities to reduce the

financial burden on parents , cutting down on luxuries such as expensive meals and unnecessary school tours, informing parents well in advance in case of system that is believed by parents.

Co-curriculum activities, indicated by 75% Head teachers ,92.5% teachers 90% students 87.5% Parents and 100% E.O this may through social interaction, and activities such as singing, dancing ,sporting ,dramatizing, hard work and debating as a measure to enhance students secondary education completion.

Girl-child welfare, as indicated by 75%Head teachers, 92% teachers, 89.4% students 96.9% parents and 100% E.O. Welfare services could include the provision of meals, transport t school personal needs such as body lotion shoe polish and neat uniform besides sanitary pads and appropriate toilets. This could include routine medical issues, and forum to aid girl-child welfare concerns.

Management of discipline in schools, as indicated by 87.5% head teachers ,87.5% teachers,93.8% students,87.5% parents and 50% E.O to control by girl-child behavior so as to facilitate their participation in peaceful and organized academic atmosphere.

Guidance and counseling services, as indicated by 75% head teachers, 90% teachers, 89.4% students, 93.8 parents and 100% E.O could be used to address academic issues, interpersonal relations, adolescence morality, discipline drug abuse and sexual harassment to ensure maximum student in day secondary education completion rate.

More subordinate staff, as indicated by 75% head teachers ,82.5 teachers, 82.5% students, 75% parents and 50% E.O. Increasing of the number of subordinate staff in school enhances the general school operations which include offering security, medical welfare

and clerical services to facilitate students for secondary education completion in public day secondary school.

The foregoing is giving an analytical review of the household factors, school based, parents perception on investment on students in day secondary school education and strategies to put in place to ensure 100% completion rate among students in public day secondary schools in Kibwezi District.

The study revealed that there were many measures to use in the promotion of students' secondary education completion. The findings on students availability, guidance and counseling, teachers and students motivational were consistent with Bandura's social Learning theory which states that the students come from home not as empty slates but with a world view, expectations, and aspirations that can be used by the teacher to enhance their completion in learning Papilia et al (1990). The findings on the role of guidance counseling services in promoting students participation in secondary education agrees with Bogonko's (1992) asserting that guidance and counseling services are very beneficial to the students as they enable them to realize their potentialities that provide for goal setting. Kibwezi district has high levels of permissiveness such that for the students to complete secondary education there should be effective guidance and counseling services. Besides, guidance and counseling is the strategies in which all other strategies for promotion of students completion in secondary education are anchored. Thus, the head teachers can only take the advantage of all these strategies when the student is available and is psychologically prepared and ready to learn.

The findings on poverty, lack of female role models and students social-cultural factors, poor teacher quality, students negative attitude, ineffective government policies as challenges facing head teachers in the promotion of students secondary education agrees

with the findings of Juma (1994) who in a related study in Kwale and Taveta districts, Kenya found that educated mothers served as role models to the school going age-child this means that lack of role models impedes students completing in education. These findings were also consistent with Ngaruiya's (2008) findings in a related study in Transmara District, Kenya, which indicated that poverty is an impediment to students completion in secondary education since most parents live below poverty line and view education as a male domain. The findings also agree with Oloo's (2003) findings in a related study in Migori district, Kenya, where he found that students are victims of stereotyping arising out of deep rooted social-cultural norms and ideals which classify education as a male field. This findings also agree with Kasente (1996) in a related study in the Republic of Uganda where he found out that teachers criticize students' responses and other gender based teacher pupil relationships that created inferiority complex among female students. Girls were often described as stupid and lazy, which articulate lower expectations. In effect, these challenges are serious impediment to students secondary completion in secondary education. The head teachers should effectively address these challenges for the students secondary education to be realized in Kibwezi District, Makueni county.

To cope with the challenges facing head teachers in the promotion of students completion in secondary education many strategies were suggested. These include involving the government through its policies and personnel such as District Quality Assurance and Standard officer, Parental Involvement in students academic activities and discipline, use of more instructional resources., Motivational schemes for both teachers and students, use of role models, improvement on teachers performance, charging affordable levies, guidance and counseling, co-curriculum activities, better students welfare activities, more subordinate staff and prudent discipline management. On the whole, all steps are related

to education policies by the government in schools and at home (Graham, 2002). Craig (1990) summarized experiences in implementing educational policies by reference to various studies which revealed that although those involved in policy making often blamed failures implement them on resource constraints and that while shortage of monetary and other material resources often were the proximate causes of implementation failures, it was important from analytical purposes to distinguish between those constraints that could have been foreseen and those that were unpredictable. It is imperative that formulated policies should be focused to exploit and facilitate existent strategies for head teachers of public day secondary school besides addressing the challenges that threaten students' secondary education completion.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENTATIONS.

5.1 Introduction.

This chapter presents the summary of the key study findings, conclusions drawn from the findings highlighted and recommendations and were from the study findings.

5.2 School Based factors that influence students completion rate.

The major findings were that there were various factors that hinder school completion rate among students in public day secondary schools. These are poverty/fees, inadequate educational policies, inadequate parental involvement, inadequate instructional resources, indiscipline, teenage pregnancies, early marriages, harsh environment, sexual harassment, inadequate role models, child labour, illicit brews/drugs, poor performance, inadequate sanitary facilities, unsatisfactory students welfare services, inadequate FSE funds, negative stereotypes, girl-child negative attitude, education viewed as a male domain and motor bike bodaboda business. From researchers analysis the poverty/ Fees 10.41% factor was ranked highest followed by inadequate Teaching staff 10.27% and inadequate educational policies 10.04%.Fourth was Sanitary facilities 9.70% followed by poor performance 7.61%, sixth was inadequate role models 7.38% followed by indiscipline in schools 6.86%, eight was inadequate FSE 6.81% followed by inadequate guidance and counseling 6.81%, tenth was sexual harassment 6.47% followed by harsh environment 6.24%,twelfth was unsatisfactory student welfare 6.01% while inadequate instructional materials 5.39% was ranked last.

5.3. Findings on family based factors that influence students completion rates in summary.

The second major finding was that there are various household factors that determine student school completion rate. These factors are poverty/fees, Teenage pregnancy, early marriages, inadequate parental support , poor environment, illicit brews/drugs, indiscipline at home, inadequate role models, Motor bike “bodaboda” business and child labour.

From the researchers’ results child labour 12.78% was ranked highest, followed by inadequate role models and motor bike bodaboda 11.5% and 10.37% respectively. Fourth was inadequate parental support 10.37% followed by poverty/fees 10.21% while illicit brew/drugs 9.81% ranked sixth and seventh followed by Teenage pregnancy 9.56%, ninth was indiscipline at home 9.73%, poor environment 9.00 while early marriages 7.15 was ranked last.

5.4. Summary of strategies for countering the problems facing students in Kibwezi district.

The third major findings were that there are various parents’ perception factors that affect students school completion rate. These factors are negative stereotypes, girl-child negative attitudes; education is a field of male domain. From the researcher’s results.

Cost of education 27.65% was ranked the highest followed by girl child negative attitude and education is a field of male domain 25.53% while negative stereotype 21.20% was ranked last.

5.5. Summary of strategies to promote students completion rates.

The fourth major findings were that there are various strategies to be employed to promote the girl-child school completion rate.

These strategies are education policies, parental involvement, instructional resources, motivations schemes ,role model teacher improvement, affordable levies , guidance and counseling, co-curricular activities , girl child welfare . discipline management, more subordinate staff. Form the researcher result education policies, parental involvement and affordable levies 9.04% were ranked the highest followed discipline management 8.63%, fifth strategy instructional resources, 8.44% followed by girl-child welfare 8.22% seventh strategy was teachers improvement , 8.14% followed by role model , guidance and counseling and co-curricular activities 8.11% 7.34% respectively was ranked last.

5.6. Implication of school based factors

The first implication was on the influence of school based factors such as poverty/fees, inadequate educational policy, inadequate teaching staff, harsh environment, sexual harassment , inadequate services facilities, unsatisfactory students welfare in schools , inadequate role models, inadequate FSE, inadequate guidance and counseling , and poor performance this implies that the school do not offer conducive learning environment of the students to ensure 100% completion rate.

5.7 Implication of household factors

The second implication was on the influence of house hold factors such as poverty /fees, teenage pregnancy, early marriages , inadequate parental support , poor environment , illicit brews/drugs, indiscipline at home , inadequate role models motor bike, boda-boda, business and child labor to affect the school completion rate of the students in day

secondary school. This implies that the student home environment is not fully supportive or conducive for learning to ensure 100% school completion.

5.8. Implication of parents' perception

The third implication was on the influence of parents of parents perception on the investing in the students education factors such as negative stereotype, girl child negative attitudes, education is a field of male domain and cost of education, this implies that the goal of education for all is not yet embezzled by all people hence hindering equity education for both students in day secondary schools and those in boarding secondary schools.

5.9. Implication of strategies to promote school completion rate

The fourth implication on the strategies suggested by the respondents to promote students in day secondary school education such as educational policies , parental involvement , instructional resources , motivational schemes , role models teacher improvement , affordable levies , guidance and counseling, co-curriculum activities, girl child welfare, discipline management, more subordinate staff.it implies that the respondents felt that if all the suggested strategies are fully implemented it would ensure 100% school completion rate among the students in public day secondary schools in Kibwezi district.

5.10. Conclusion.

Students completion rate in public day secondary school in Kibwezi district , Makueni county. Kenya s affected by school based factors, home based factors and parents perception factors that includes poverty/fees, inadequate government policies, inadequate parental involvement , inadequate instructional resources, indiscipline, teenage

pregnancies, early marriages, harsh environment, sexual harassment, inadequate role models, child labour, illicit brews/drugs, poor performance, inadequate sanitary facilities, unsatisfactory students welfare services, inadequate FSE funds , negative stereotypes, girl-child negative attitude, education viewed as a male domain and motor bike bodaboda business. Strategies suggested to promote completion rates among students in public day schools include educational policies, parental involvement, adequate resources, motivational schemes, role models, teachers improvement, affordable levies, guidance and counseling, co-curriculum activities, girl child welfare discipline management and more subordinate staff.

5.11 Recommendations.

In light of the findings and conclusions of this study the study makes following recommendation.

1. Head teachers of public day secondary schools are supervisors and managers of the schools should ensure that guidance and counseling services, students welfare services are adequately offered to the students and ensure that the government policies are adequately implemented especially those relating to the girl child.
2. Education officers, Head teachers and Teachers should encourage parents and guardians to attend to the needs of the students by providing adequate meals at home, promptly paying school fees and other levees, giving enough pocket money and daily fares to and from school where necessary, providing sanitary pads monthly, discipline management and allowing reasonably study time in a

conducive home environment. They should also be good role models and counselors to the students.

3. The parents should consider investing in higher education of the students equitably to that of boarding students as this fosters realization of the goal of education for all and elimination of illiteracy among Kenyan citizen. This would mean that educated mothers would bring up health family, better life and offer conducive academic atmosphere due to high levels of awareness.

4. The government should consider more funding in schools to avert impact of poverty, employ and in-service more teachers to address students in day schools, academic needs, co-curricula and personal needs for enhancement of students in day secondary education completion, strengthening the existing bursary and constituency Development fund at the district, Location levels to supplement the MOEST funds. The government should enforce the policies of re-entry of the girl who drop out of school due to pregnancy.

5.12. Suggestion For Further Research

The Study focused on school completion rate among students in public day secondary school in Kibwezi District which is a rural district. There is need to do a research on school completion rate among students in public day secondary schools in urban District.

There is need to do a research on students completion rate among special needs students in public day and boarding secondary school in Kibwezi District.

There is need to do a research on factors influencing students performance in KCSE Examinations in Kibwezi district.

References

- Adhiambo, A. and Heneveld W. (1997). *Girls and schools in sub-Saharan Africa: from Analysis to action*: Macmillan Publisher-
- Ayoti, H.O. & Briggs, H. (1992) *economics of education*, Nairobi; Education Research and Publication (ERAP).
- Boginko N. S. (1992). *A History Modern Education in Kenya (1986-1991)*, Evans Brothers (Kenya) Ltd Nairobi
- Borg. W. R and Gall. M.D. (1989) *Education Research*. New York: Longman.
- Brock .C and Cammish.(1994), *States, Status and Quo. Factors affecting the education of Girls in Cameroon*. International Journal of Education Development Vol.14. No.2pp 233-34
- Bruns Band MingantsA (2003) *Achieving Primary Education in Tropical Africa*. By 2015. Achieving for early child: World Bank: Washington: D.C Chege and Sifuna D. (2006). *(Girls and Women's Education in Kenya. Gender perspective and trends: T JNBSCP, Nairobi.*
- Cowley J. (2001) *Health Education in Schools Hamper and Row (London 1981)*
- Craig D (199Q). *Comparative Africa experience in implementing education policies*. Washington DC: World Bank.
- Policy Research 'Working paper 3289 Public service ,Development Research group. World Bank Washington D.C. Eshiwani, G, S (1993). *Education in Kenya since Independence*. EAEP Ltd.; Nairobi
- Gelles and Straus (1988). *Current controversial on family violence Sage (thousand oaks) London*
- FAWE . • (1994) *School Dropouts and Adolescent Pregnancy African Education Ministers Count the. Cost. Mauritius*
- FAWE (1997), *Are your Daughters Sale in school. Fawe Nairobi.*
- FA WE (1999). *Celebrating Girls' ,and Women Achievements in .Education. Fawe Nairobi*
- Fuhr, (1979). *Education and Teaching in the Federal Republic of Germany. Carl Henser Verlag; Munich,*
- GNC(2003): *Girl Child Network, The status of gender equity and equality in primary Education in Kenya. (3CN: Nairobi,*
- Graham B (2002). *Education in developing world and conflict and crisis. COlldQn: Longman Publishers,*

Huges, P. M (1971), *Guidance and counseling in schools. A response to change.* Headington, Hill Hall Oxford: Pergamon Press Ltd.

Hyde .• K (1996). *Empowerment of women through function literary and Education of Girls*, Kampala, Uganda

IPAR (2003): *Access and Participation in Secondary school in Kenya: emerge Issues and Policy implications*" JP AR Policy Brief Volume 9 Issue 6 institute for policy analysis and research Nairobi.

Iuma, MN (1994) *Determination of female pupil participation in primary' education.*

KBC Television *News Bulletin* [December, 28. 2011, Nairobi. Kimaru S. (15th December 1981) *Why Teachers f:et criticized albeit unfairly.* The standard pg 12,col5-6

Kipemboi,(2006) *A survey of factors hindering, the growth of ICT usage in the state Parastatals in Kenya.* Unpublished MBA project. University of Nairobi

Kiptanui, C (2000), *Wiping the sexual vice in schools.* Unpublished seminar paper Nairobi.
Krvstalla (1987) *The education of women in Kenya since independence.* Bureau of Educational Research O.I.

O.N) Nairobi

Kle.ss H o and Bloomquist P (1985), *Psychological research Methods. A Conceptual Approach.* Allyn and Bacon. Boston
Levin D, and Havieghust (1957) *Society and education,* Allyn and Bacon Massachusetts

MOBST (2003). *Report of the Education Sector Review,' Ministry 9.1 Education.* Government Printer: Nairobi

MOBST (2004). *Education, society and Development: New perspective from Kenya.* Oxford University Press, Nairobi.

Nearuiva T.K (2008) Role of secondary school head teachers in promotion of girl – child Participation in Education in Trans mara District Kenya. Unpublished Master of Education Thesis .Maseno University
Ngau M. (1995) *Factors that influence female education achievement and retention In primary schools in kenya ,unpublished master of education- KU-Nairobi*

Kenyatta University Ngau.M. M (J 991). *Grade Retention and School dropout in Kenyan Primary Schools*

A critical analysis of Access and Equity Issues in Education NianW and Wamahiu S. (1994). *Counting the Costs: 13ack:.r;roundpaper.prepared]or the Ministerial Constitution on School Drop out and Adolescent Pregnancy*: Mauritius.

Nieruf. and Odundo1 ('z'QQ3\ . *The Role highEducation loans board in pro-poor Management Approaches to enhance access to university Education*

Republic of Kenya and UNIEF.(1999) *Kenya County Office. Comprehensive Education Sector Analysis Report (1994)*: Government Printer: Nairobi

Republic of Kenya. (2005) *Sectional Paper No.1 2005 On Policy Framework for Educational Training and Research*: Government Printer; Nairobi

Republic of Kenya. (1 990) *Education Statistic Booklets 1990-1998* Government Printers: Nairobi

Republic of Kenya. (1999) *National Poverty Eradication Plan 1999-2015*. Government Printer: Nairobi

Republic of Kenya. (1 997) *Master Plan on Education and Training) 997-2015*. Government Printer: Nairobi.

Republic of Kenya (2003) *Public Service Integrity Programme: A source Book for Corruption prevention In Public Service*. Nairobi. Government Printers.

Republic of Kenya (2004) *The Government Finances Management Act 2004*. Nairobi Government printers

Simons S (1980). *The Education Dilema: Policy Issues For Developing Countries In The 1980 's*: Oxford University Press: London Siringi S. (2006) *Daily Nation June r" 2006 pg 11*: Nairobi

Stabler E (1969). *Education Since Uhuru: The Schools of Kenya*. Wesleyan University press: Middle town.

Tumuti, S (2004) "*Background to guidance and counseling services in Kenya*. Lecture notes

Epidemic. World Bank Policy research report. New York: o.u.pWorld Bank (1995)

Education Sector Policy Paper Washington DC World Bank World Bank (2001).

Engendering development: through Gender equality in rights.

Research and voice World Bank policy report. New York: O.u.pWorld Bank (2002).

Integrating gender into World Bank work. A strategy for action Washington DC World Bank World Bank (2005) *Expanding opportunities and building competencies for young people*; Washington: D.C

World bank (2007) *World development report overview: Development and the next generation* Washington: D.C

APPENDIXES

APPENDIX A: QUESTIONNAIRE FOR THE HEAD TEACHERS

Instructions

This research is meant for academic purposes, it will try to find out the house hold factors, school based factors, parents' perception on investments and strategies to enhance completion rate among students public day and boarding secondary school Kibwezi District.

You are requested kindly to participate in the study by providing all appropriate information in the spaces provided honestly and precisely as possible .Responses to this questions will be treated as confidential. Please tick(√) where appropriate r fill the required information in the spaces provided

1.Gender Male Female

2.Your age Between 22-35 36-45

3.Level of Education Masters Bachelors Degree

Diploma Others

4. Teaching experience in years. 1-3years 4-6 years

7-9 years Above 10 years

5. What is the position of staffing in your school? Understaffed Balanced

Overstaffed

6. Students population by gender in your schools Boys Girls

7. Are the Free Secondary Education funds adequate to meet all the school budget needs?

Yes No

8. Are the parents able to pay school fees on time? Yes No

9. On scale of 1-5 where;

Strongly agree 1 Agree 2 Undecided 3

4 Disagree 5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the influence of school based factors that determine school completion rates.

	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
1. Poverty/fees					
2. Inadequate Government Policies					
3. Inadequate teaching staff					
4. Harsh environment					
5. Sexual harassment.					
6. Inadequate sanitary facilities					
7. Unsatisfactory students welfare services.					
8. Inadequate instructions materials.					
9. Indiscipline in schools.					
10. Inadequate role models.					
11. Inadequate FSE funds.					
12. Inadequate Guidance and counseling.					
13. Poor performance.					

10. On a scale of 1-5 where;

1 Strongly agree 2 Agree 3 Undecided

4 Disagree 5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the strategies suggested for promoting school completion rates.

	1	2	3	4	5
1. Education policies					
2. Parental involvement					
3. Instructional resources					
4. Motivational schemes					
5. Role Models					
6. Teacher Improvement					
7. Affordable Levies					
8. Guidance And counseling					
9. Co-curriculum activities					
10. Girl-child welfare					
11. Discipline					
12 More- subordinate staff.					

5. What is the position of staffing in your school ? Understaffed Balanced

Overstaffed

6. Students population by gender in your schools Boys Girls

7. Is the sanitary facilities gender friendly

Yes No

8. Are the parents able to pay school fees on time? Yes No

9. On scale of 1-5 where;

1 Strongly agree 2 Agree 3 Undecided

4 Disagree 5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the influence of schools based factors that determine school completion rates.

	1	2	3	4	5
1. Poverty/fees					
2. Inadequate Government Policies					
3. Inadequate teaching staff					
4. Harsh environment					
5. Sexual harassment.					
6. Inadequate sanitary facilities					
7. Unsatisfactory students welfare services.					
8. Inadequate instructions materials.					
9. Indiscipline in schools.					
10. Inadequate role models.					
11. Inadequate FSE funds.					
12. Inadequate Guidance and counseling.					
13. Poor performance					

10. On a scale of 1-5 where;

- 1 Strongly agree 2 Agree 3 Undecided
 4 Disagree 5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the strategies suggested for promoting school completion rates

	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
1. Education policies					
2. Parental involvement					
3. Instructional resources					
4. Motivational schemes					
5. Role Models					
6. Teacher Improvement					
7. Affordable Levies					
8. Guidance And counseling					
9. Co-curriculum activities					
10. Girl-child welfare					
11. Discipline					
12 More- subordinate staff.					

APPENDIX C:QUESTIONNAIRE FOR THE STUDENTS

Instructions

This research is meant for academic purposes, it will try to find out the house hold factors, school based factors, parents' perception on investments and strategies to enhance completion rate among students in public day and boarding secondary school in Kibwezi district

You are requested kindly to participate in the study by providing all appropriate information in the spaces provided honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick (\checkmark) where appropriate or fill the required information in the spaces provided.

1. Gender male female

2. Your age between 14-16 between17-19 over 20

3. You are in form One Two

 Three Four

4 Do you are know any person who dropped out of your school? yes

5.Was the person boy or girl boy girl

6. Which is your favorite subject.....

7.What is the level of education of your parents.....

8.How do your parents earn their income.....

9. On a scale of 1-5 where;

- 1 Strongly agree 2 Agree 3 Undecided
- 4 Disagree 5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the influence of schools based factors that determine school completion rates.

	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
1. Poverty/fees					
2. Inadequate Government Policies					
3. Inadequate teaching staff					
4. Harsh environment					
5. Sexual harassment.					
6. Inadequate sanitary facilities					
7. Unsatisfactory students welfare services.					
8. Inadequate instructions materials.					
9. Indiscipline in schools.					
10. Inadequate role models.					
11. Inadequate FSE funds.					
12. Inadequate Guidance and counseling.					
13. Poor performance					

10. On a scale of 1-5 where;

- Strongly agree 1 Agree 2 Undecided 3
- Disagree 4 Strongly disagree 5

Please indicate your comment that mostly describes your opinion on the strategies suggested for promoting school completion rates

	1	2	3	4	5
1. Education policies					
2. Parental involvement					
3. Instructional resources					
4. Motivational schemes					
5. Role Models					
6. Teacher Improvement					
7. Affordable Levies					
8. Guidance And counseling					
9. Co-curriculum activities					
10. Girl-child welfare					
11. Discipline					
12 More- subordinate staff.					

APPENDIX D:INTERVIEW SCHEDULE FOR EDUCATION OFFICES.

Background information.

Country.....

District.....

Division.....

Gender_[] male [] female

2. How many secondary schools are there in the District ?
3. What was the total enrolment of students in secondary schools by gender in the years 2011,2012,2013?
4. What was the completion rate among students by gender in the years 2011,2012,2013?
5. Comment on the staffing position in the district.
6. What is the average cost of education in public secondary school per year?
7. Do the secondary schools adhere to the fees guidelines formulated by the ministries of education?
- 8 How do you handle cases of the very poor students who cannot afford to pay secondary school fees?
9. What are the main factors affecting day scholars schools completion?
10. What are the possible strategies to employ to day scholars school completion?

APPENDIX E:INTERVIEWSCHEDULE FOR THE PARENTS

Background information

Country.....

District.....

Division.....

Gender_ male female

1. What do you do for living?
2. What is the approximate annual income?
3. How many children do you have in school ?
4. What is the most difficult level of education to take a child through?
5. Comment about the cost of secondary school education.
6. In your opinion what are the factors affecting the day scholars school completion rate?
7. What is your opinion on investing on day scholars?
8. What has the government done to assist needy secondary school students?
9. Is the government FSE funds sufficient?
10. What are the parents in Kibwezi district doing to ensure all day scholars admitted in secondary schools sit for KCSE examination?
11. In your opinion what strategies can be employed to promote secondary school completion rate among day scholars in the district?

APPENDIX F: LETTER TO THE PRINCIPALS OF SECONDARY SCHOOLS

ELIJAH M NGWILI
Department of educational
Foundations university of Nairobi
P.O BOX 30197-00100
NAIROBI

Dear sir/madam,

RE: RESEARCH VISIT TO YOUR SCHOOL

I am a post graduate student from university of Nairobi. I am currently carrying out a study on factor influencing completion rate among students in public boarding and day secondary schools in Kibwezi district Kenya. I have identified your school to participate in this study and wish to request that you allow the administration of questionnaire to you, teachers and some students. The information gathered will be treated with a lot of confidentiality.

Your assistance will be highly appreciated

Thank you for your cooperation

Yours faithfully,

Elijah M.Ngwili
Research student.

Appendix V

INTRODUCTORY LETTER

MR. ELIJAH M. NGWILI
UNIVERSITY OF NAIROBI
P.O BOX 30197-00100
NAIROBI.

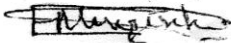
THE D.E.O
KIBWEZI DISTRICT
KIBWEZI DISTRICT SECONDARY SCHOOLS

Dear Sir / Madam,

RE: CONSENT TO COLLECT DATA.

My name are Elijah M. Ngwili a student at University of Nairobi. I am carrying out a research on the factors influencing completion rates in public and private secondary schools in Kibwezi district. I therefore seek your consent to collect data from your institutions through issuing of questionnaires within the schools within your jurisdiction. All the information provided will be treated with utmost confidentiality and will only be used for the purpose of accomplishing academic goals.

Thanks you in advance
Yours faithfully



ELIJAH M. NGWILI
PHONE NO. 0714- 119153

JOASO

Please draft a letter to authorize



DISTRICT EDUCATION OFFICER
KIBWEZI
Permission granted
Ok

