SCHOOL-BASED DETERMINANTS OF PROMOTION RATES AMONG PUBLIC PRIMARY SCHOOLS IN SUBA SUB-COUNTY, KENYA

TOBIAS ONYANGO OTIENO

E55/20322/2012

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTERS IN EDUCATION OF KENYATTA UNIVERSITY.

JULY, 2015
DECLARATION

I declare that this project is my original work and has not been presented in any other University/Institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged.

Tobias Onyango Otieno
E55/CE/20322/2012

This research project has been submitted for examination with our approval as the University Supervisors.

Dr. Martin Ogolla
Lecturer
Department of Educational Management, Policy and Curriculum Studies
Kenyatta University

Dr. Thaddeus Rugar
Lecturer
Department of Educational Management, Policy and Curriculum Studies
Kenyatta University
DEDICATION

This project is dedicated to my father Mr. Raphael Otieno and my wife Mrs. Queenter Awuor Onyango. “But thanks to be to God! He gives us the victory through our Lord Jesus Christ”. 1 Corinthians 15:57.
ACKNOWLEDGEMENT

In preparing this project, I am greatly obliged to Dr. Martin Ogolla and Dr. T. Rugar as my supervisors, who found time to assess my work and provide necessary guidance. Kenyatta University’s department of Educational Management, Policy and Curriculum Studies, for nurturing my vision in this project and in many cases putting their valuable time and other resources at my disposal.

Special thanks go to Jeff who typed, printed and bound this work. Lastly, I would like to record my sincere appreciation to my dear wife and friends whose support made this work possible.
ABSTRACT

Education is the foundation towards enhancing people’s capacity based on life skills, knowledge and experiential wisdom in order to acquire economic and social prosperity. In spite of the rationale for the development towards Free Primary Education in Kenya, there are concerns regarding its efficiency based on enrolment and graduation rates in most regions in Kenya. This study was aimed at finding out the school based determinants of the flow of pupils through primary school cycle in Suba Sub-County basing on promotion rates. The specific objectives of this study were to: determine promotion rates among pupils; determine influence of pupil-textbook ratio on promotion rate; establish influence of pupil-teacher ratio on promotion rate; establish relationship between pupil-closet ration and promotion rate; and determine relationship between availability of playground and promotion rates in primary schools in Suba Sub-County. A descriptive survey design was adopted for the study. The study targeted 91 public primary schools in Suba Sub-County, 91 head teachers of these schools, 455 teachers, and 36,400 pupils of classes one to eight. Using a simple random sampling, three out of four zones in the Sub-County were selected for the study; 15 public primary schools were selected proportionally and randomly from the three zones which represents a percentage of 16.5% of the total schools. All 15 headteachers of the sampled schools participated in the study. The researcher sampled 5 class teachers from each of the 15 schools from upper primary of classes 4-8. The researcher also used simple random to sample 375 pupils for the study. Interview schedule and questionnaire were used as data collection tools. The researcher conducted a pilot study in which the instruments of the study were pre-tested to check on the validity and reliability. The researcher attained a correlation coefficient of 0.76 and thus the instruments were accepted. Personally, the researcher administered questionnaires to both the pupils and teachers after getting the necessary permits from the authorities. The collected data were first coded, edited and entered in the computer for analysis. The data were organized and presented with the aid of bar graphs, pie charts and frequency tables. The study found that that promotion rate in classes for cohort 2013/2014 decreased from 82.15% in class four to 62.92% in class eight. Majority of teachers strongly agreed that promotion was affected by high pupil/textbook ratio however pupil/teacher ratio was more significant factor affecting promotion of the pupils from one class to the next. It is evident from the results that availability of playgrounds did not greatly affect the promotion trends in most primary schools. The study concluded that parents should be involved in pupils’ academic progress and school activities in order to be more informed about the importance of education in children. A strategic mechanism should be established by the Ministry of Education towards providing adequate trained teachers in order to enhance internal efficiency by reducing pupil repetition. The study recommended that schools administrators should strengthen community involvement in school management and parental concerns about school activities. The government should provide the available textbooks, reference materials that single pupil can have his/her own, which may give opportunity to every child to have education materials in each school.
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# ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Location</td>
</tr>
<tr>
<td>BANBEIS</td>
<td>Bangladesh Bureau of Educational Information and Statistics</td>
</tr>
<tr>
<td>BPEP</td>
<td>Basic and Primary Education Project</td>
</tr>
<tr>
<td>DANIDA</td>
<td>Danish International Development Agency</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalist</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
</tr>
<tr>
<td>JICA</td>
<td>Japan International Cooperation Agency</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
</tr>
<tr>
<td>PEP</td>
<td>Primary Education Project</td>
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<tr>
<td>SES</td>
<td>Socio Economic Status</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children Emergency Fund</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is the foundation towards enhancing people’s capacity based on life skills, knowledge and experiential wisdom in order to acquire economic and social prosperity. Globally, education is deemed as both expenditure and an investment. It is rated for its immediate useful outcomes, while on the other hand, it generates income in future by enabling educated workers produce to their high capacities and receive higher incomes. As well, it is perceived as both private and social investment shared by individual pupils, families, employers, governments and other groups proactive in education field.

In most developing countries, rather than the individual pupils, direct costs of education are funded by the tax payer. According to the report by the World Bank (2012), education is also considered as investment of the government since it is subsidized by the government and in return get higher taxes from the educated. As reported by UICEF (2009), all pupils must have access to and complete a full course of schooling and eliminate social and economic barriers and gender disparity since educational access is referred as the ability to provide all pupils with appropriate educational institutions, materials and well trained personnel.

In the United States of America, during independence in 1776, it was found that less than 50% of white children and no black children went to school. However, today almost every American child completes primary level (grades 1-6) and almost all proceed to secondary school (grades 7-12). Until around 1900, the US did not
achieve universal primary education due to political instability reasons. Nevertheless, today the US spends in its future by spending more than $6,700 a year per primary pupil on public education. According to Alan (2004), the figure is approximately $156 per pupil per year in Iran, $64 in India, $30 in Laos and $19 in Rwanda.

As analyzed by Shrestha (2007) the Primary Education Project (PEP) started in 1983 with the aid of the World Bank. With involvement of the World Bank, DANDA, UNICEF, JICA and the government funds, Basic and Primary Education Project (BPEP) was instigated in 1992. According to the statistical analysis of demographic and education data in Nepal by UNESCO in 2008, BPEP has collected a significant amount of consideration and support from the Nepal government and community donor for the last 10 years. According to Terry and Thapa (2013), there has been considerable growth in primary education access that shows that the Net Enrolment Rate (NER) increased from 81.2% in 2001 to 84% in 2013. As well, the cycle completion rate has progressed from 60% in 2001 to 71% in 2013. Finally dropout rate in the first grade reduced from 13.9% in 2001 to 7.2% in 2013.

In Bangladesh, education is acknowledged as the major approach towards curbing the problems of poverty and improving the children’s life quality. Bangladesh is known to be having the largest primary education systems in the world with an approximated 16.4 million primary school aged childe (6 to 10 years). Based on the, requirement by the Educational Rights of the child Act, Education for All and Millennium Development Goals, the government of Bangladesh has positively established effective strategies towards fulfilling children’s rights to education and
hence achieving universal education and gender parity in primary education among schools (Quality Primary Education in Bangladesh, 2009).

In spite of countable achievement in education in Bangladesh, quality education is faced by several challenges. The major challenges as reported by BANBEIS (2002) include: high dropouts, poor decentralization of education administration and lack of equity in accessing education including the special needs learners. According to Directorate of Primary Education (2008) lack of quality teaching personnel, unfriendly learning environment and lack of motivation among teachers are among the major challenges.

In Uganda, the implementation of Education For All (EFA) in 2003 has been very helpful towards activating children’s’ involvement in schools and ensuring the supplies for quality essentials for teaching and learning. As reported by the Ministry of Education and Sports (2009), providing the foundation for migrating from the EFA sub-sector to the School Sector Reform Programme has benefited the Ministry of Education in Uganda towards entering into a new phase of EFA programme implementation. In success, Uganda now circulates school funding allocations in national media allowing parents to monitor public spending in their locality. Emerged with other reforms, this trend has to increase of girls’ enrollment from 30% to 50%.

In Kenya, the degree of challenges related to non-enrollment, illiteracy and dropout differ by gender, region and by different social groups. That is, differences have been noted based on the gaps existing between rural and urban context, males and
females, and between ethnic and social groups. For instance, the more disadvantaged as far as educational attainment is concerned are remote rural areas, females, ethnic minorities and the poor. This situation has been improved upon the introduction of Free and Universal Primary Education in 2003 (Ministry of Education, 2009). Nevertheless, the poor and disadvantaged still face challenges in their education based on educational achievement.

Promotion rate is a major problem in Suba Sub-County as determined by school based factors. The issues of pupil-textbook ratio, teachers’ adequacy, pupil-closet ration and availability of facilities such as playgrounds have been affecting the learning progress of pupils in schools.

Teaching and learning resources have influential role on pupil’s promotion rate in schools. According to Enos (2003), under the free and compulsory primary education programme every child is entitled to free writing materials like pencils, pens and exercise books. However, due to high enrollment rate in public primary education, textbooks are being shared in the ration of one textbook to five pupils. Sharing of these teaching and learning resources affects pupils’ accessibility to the resources while at home and many have to do their homework early in the morning the next day when in school. This lowers pupils’ motivation in education and end up performing poorly in their examinations. This in turn may lead to low promotion rate or failure to complete their education.

Based on pupil-teacher ratio, the increasing number of children in schools has not been matched with proportionate training and deployment of teachers. In fact, the
government’s freeze on employment of teachers is yet to be lifted. Deteriorating pupil/teacher ratios, poor remuneration of teachers and the lack of housing for teachers will continue to present challenges on the achievement of quality primary and secondary education leading to lower academic and completion rates among pupils (Thomas, 2001). The freeze on employment of primary school teachers continues against rising demands. Piecemeal recruitment of teachers adopted by the government is not adequate to address the shortages especially in secondary schools. Availability of facilities such as classrooms, toilets, laboratory and library also determines the pupils’ performance. These facilities should be spacious enough to accommodate the ever increasing number of pupils in schools. This will enhance equity in access of learning materials in schools. As well, facilities such as playgrounds in schools enhance teaching and learning activities through physical health education. However, many primary schools in Suba Sub-County lack these essential facilities.

Analysis of internal efficiency of an education system in terms of promotion, repletion and drop-out rates was done by Basic and Primary Education Project (2009). According the data, the national gross enrolment in primary education went down to 77.7% from 95% in 2004. It was reported that the rates of primary participation in Arid and Semi-Arid (ASAL) regions are dismal. To exemplify, the primary school gross enrolment rate in North Eastern parts of Kenya stands at 19.7%, that is, 12.7% for girls and 25.9% for boys. However, a close data analysis showed that primary education has had internal efficiency challenges originating from low completion and high repetition rates. The data indicated that in 2006, the boys and girls enrolled in Standard 1 were 472,500 and 384,200 respectively.
Nevertheless, after a period of 4 years, only 372900 and 364200 boys and girls were enrolled in Standard 4 (Basic and Primary Project, 2009).

The data indicated that, by province, the dropout rate were as estimated as North Eastern Province having the highest of 9.4%, Western Province (8.0%), Nyanza (6.5%), Rift Valley (5.8%), Eastern (5.6%) and Central Province (2.2%). Based on region and gender, Wajir topped (14% for girls, 14.6% for boys), Mandera (14.2% for girls and 8.4% for boys), Migori (11.7% for girls and 11.7% for boys), Turkana (13.7% for girls and 9.9% for boys) and Kitui (7.4% for girls and 7.6% for boys) (MoE, 2009). Primary school enrolments by class are summarized in Table 1.1.

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<td>Standard 1</td>
<td>472.5</td>
<td>446.1</td>
<td>491.0</td>
<td>463.4</td>
<td>492.1</td>
<td>459.9</td>
<td>494.2</td>
<td>463.9</td>
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<td>Standard 2</td>
<td>109.9</td>
<td>384.2</td>
<td>424.5</td>
<td>399.8</td>
<td>426.8</td>
<td>405.8</td>
<td>437.4</td>
<td>414.9</td>
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<td>Standard 3</td>
<td>387.4</td>
<td>369.9</td>
<td>387.7</td>
<td>378.7</td>
<td>392.3</td>
<td>373.3</td>
<td>397.0</td>
<td>374.7</td>
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<tr>
<td>Standard 4</td>
<td>369.6</td>
<td>364.1</td>
<td>379.3</td>
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<td>366.2</td>
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<td>364.2</td>
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<td>Standard 5</td>
<td>324.4</td>
<td>326.5</td>
<td>330.0</td>
<td>337.0</td>
<td>329.2</td>
<td>334.0</td>
<td>330.9</td>
<td>330.8</td>
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<tr>
<td>Standard 6</td>
<td>288.8</td>
<td>292.5</td>
<td>294.3</td>
<td>296.7</td>
<td>292.0</td>
<td>300.4</td>
<td>297.5</td>
<td>307.0</td>
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<tr>
<td>Standard 7</td>
<td>298.2</td>
<td>299.8</td>
<td>295.5</td>
<td>301.2</td>
<td>290.2</td>
<td>300.5</td>
<td>296.2</td>
<td>299.8</td>
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<tr>
<td>Standard 8</td>
<td>210.4</td>
<td>185.3</td>
<td>212.5</td>
<td>190.3</td>
<td>211.6</td>
<td>194.0</td>
<td>217.3</td>
<td>199.0</td>
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<td>TOTAL</td>
<td>2,761.1</td>
<td>2,667.5</td>
<td>2,814.8</td>
<td>2,742.0</td>
<td>2,734.1</td>
<td>2,734.1</td>
<td>2,843.4</td>
<td>2,754.3</td>
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<td>GRAND</td>
<td>5,428.6</td>
<td>5,556.8</td>
<td>5,536.4</td>
<td>5,597.7</td>
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**Source**: Economic Survey, 2009
A part from the above data, the Central Bureau Statistics Survey in their data collected from 10,500 schools showed an average repetition rate of 15.4% (15.25% for girls and 15.6% for boys) at national level. For the basis of the above evidence, it is essential to study the internal efficiency of the learners in primary education system as a whole.

1.2 Statement of the Problem

Today, it is believed by the government that an educated populace will be in a position to curb unemployment, ignorance, and fight diseases. Despite the increased campaigns and implementation of policies towards encouraging enrolment in primary schools, still the overall learning process of pupils, promotion rate and completion of education among public primary school pupils is not that great. However, Kenya has made a step to fight the challenges by introducing Free Primary Education (FPE) on January 6th 2003. Kenya has also adopted the vision 2030 on 10th June 2008 to address the challenges of poverty, disease, illiteracy and environmental degradation.

Despite all these efforts by the government, there are still loopholes in promotion rate of pupils and especially in the public primary schools. This leads to the question on what exactly may be the internal issues which affect the promotion rate of pupils in public primary schools. Maintaining education quality has been a great challenge due to lack of such resources as; instructional materials, reference books, supplementary reading materials, adequate teaching staff and other stationery as required by the FPE. Moreover, no study has been carried out to look into the exact situation in Suba Sub-County. This study was therefore carried out to find out the
school based factors influencing pupils’ promotion rate in public primary schools in Suba Sub-County in Homa-Bay County.

1.3 Purpose of the Study

The purpose of this study was to find out the school based determinants of the flow of pupils through primary school cycle in Suba Sub-County basing on promotion rates.

1.4 Research Objectives

The specific objectives of this study were to:

i) Determine promotion rates among pupils in primary schools in Suba Sub-County.

ii) Determine influence of pupils-textbook ratio on promotion rate in primary schools in Suba Sub-County.

iii) Establish influence of pupil-teacher ratio on promotion rate in primary schools in Suba Sub-County.

iv) Establish relationship between pupil-closet ration and promotion rate in primary schools in Suba Sub-County.

v) Determine relationship between availability of playground and promotion rates in primary schools in Suba Sub-County

1.5 Research Questions

i) To what extent do pupils get promoted in primary schools in Suba Sub-County?

ii) How does pupils-textbook ratio influence promotion rate among pupils in
primary schools in Suba Sub-County?

iii) What is the influence of pupil-teacher ratio on promotion rate in primary schools in Suba Sub-County?

iv) What is the relationship between pupil-closet ration and promotion rate in primary schools in Suba Sub-County?

v) What is the relationship between availability of playground and promotion rates in primary schools in Suba Sub-County?

1.6 Significance of the Study

The findings of the study would provide solutions to reasons of school dropout and repetition. In order to increase retention and good performance, teachers would be encouraged to regularly adopt the child friendly teaching methods. This would build cohesion between management committee members and teachers based on better school performance. This would help to strengthen decision making by making positive actions for better delivery in the sequence years of education cycle.

Through the study findings, the Ministry of education would be able to carefully provide for planning and development programmes such as FPE and EFA for better Education. This would be achieved through additional distribution of instructional materials hence facilitating teaching and learning.

Finally the findings of this study would assist the community to identify their weaknesses in terms of costs of education and raise their problems to other school stakeholders. This would help the poor and disadvantaged to successfully attain educational achievement.
1.7 Assumptions of the Study

The following were assumed during the study:

i) All the respondents would be honest and cooperative in providing information required.

ii) All teachers from sampled schools have challenges of internal efficiency.

iii) All the sampled schools experience school dropout and repetition.

1.8 Scope of the Study

For the purpose of the study, only public schools in Suba Sub-County in Homa Bay County were covered. Headteachers, class teachers and pupils participated in the study. Only questionnaires and interview schedules were used as tools for collecting data. The researcher took a period of three weeks in data collection.

1.9 Limitation of the Study

The study was limited in terms of non-respondiveness. The respondents were not willing to provide information on school based factors influencing promotion rates among primary school pupils for fear of intimidation. The researcher however created a rapport with the respondents and let them know that the collected data was only to be used for academic purpose.

1.10 Delimitation of the Study

This study only investigated school based factors influencing pupils’ promotion rates in public primary schools in Suba Sub-County. The respondent of this study was limited to headteachers, class teachers and pupils in public primary schools in this Sub-County.
1.11 Theoretical Framework

The study was guided by education production function theory as developed by Hnushek and Kimko (2002). The theory states that productivity and growth rate in schools are influenced by the quality variance in inputs. Growth Rate is the rate at which a school’s enrolment rate changes/grows from one year to another due to changes in quality of education. The theory implies that inputs should be properly assessed in schools when brighter outcomes are expected. The common inputs include quality of teaching personnel, viability of teaching/learning materials and the outcomes in pupil’s achievement in school based on the completion cycle. The theory is relevant to study since makes a patent understanding that education is a tune that adjusts fixed quantities of input into characters with differed quality aspects. This enables pupils to manage and achieve in primary schools up to the end of cycle. This theory enlightens how educational achievement (outputs) among pupils depends upon school inputs like instructional materials, availability and qualification of teaching personnel, language policies as well as the school administration.

1.12 Conceptual Framework

A conceptual framework was used to help focus on the variables in the study. These variables include: pupils flow by gender; parents by profession; educational facilities; school environment and education policy. All the variables have perceived opportunities and challenges that the researcher was bound to have in the process the cohort analysis.
The above figure (Fig 1.2) illustrates the cohort, that is, if a primary school enrolls new pupils in class one. These learners follow a path until they complete the eight-year cycle. The movement involves promotion, dropout and repetition. These elements in the cycle are influenced by various school-based factors such as availability of textbooks, number of teachers, class size and other school facilities such as playgrounds. This cycle is regarded as complete when the learner graduates at the level of class eight regardless of the years taken from class one.
1.13 Operational Definitions of Terms

Completion rate - the proportion of pupils enrolled in first year that survives to the end of education cycle in percentage.

Dropout Rate - the percentage of pupils who leave school during the year as well as those who complete a certain level but fail to enroll in the next grade/year level.

Enrollment Rate: the total enrolment in a definite education level expressed as a percentage of the official school-age population corresponding to the same education level in a given school-year.

Promotion rate: the percentage of pupils proceeding to subsequent grades each successive year.

Repetition Rate: the percentage of pupils who enroll in the same grade more than once to the total number of pupil.

Retention Rate: the percentage of enrollment in any school year that proceeds to the following year.

School environment: a condition of order and cleanliness that enables learners carry out learning activities in conducive surroundings.

Survival Rate: the percentage of enrollees in the commencement year who reach the final grade.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section reviews the related literature under such sub-headings as: the concept of internal efficiency, sources, types and factors behind the low internal efficiency in primary education.

2.2 The Concept of flow of pupils in Primary School

Subedi (2009), an educational economist, defined flow of pupils as amount of learning attained in the period of school age compared to the teaching/learning materials offered. It is measured using the percentage that enters and completes the course. It is very hard to get completion, dropout and repletion rates despite the fact that some data concerned with such rates are available at the national level, probably because the Ministry of Education does not formally sustain repetition. Generally, efficiency is achieved when maximum outputs are obtained using the minimum inputs. According to Callahan (2004), the relation between the input and output can be revealed at higher level in every field.

Similarly, the concept of efficiency was built by economist as the relationship between the inputs into an organization, whether industrial or educational, and the outputs form that organization (whether vehicles or educated individuals (UNESCO, 2002). Based on the context of education, the organization is only efficient if highest output is achieved through least amount of output.
Haq and Haq (2008) discovered that efficiency is the aptitude to create efficient outcomes relative to attempt and resources. According to Levacic (2007), efficiency is attained when a given amount of output is generated at the lowest cost. As well, costs distribution and benefits cannot be separated from efficiency since production implies increasing effort or changing working prices. Pradhan (2006) added that effectiveness of efficiency is achieved in the least expensive manner hence it is the maximum output against lowest possible cost.

According to the reports by the World Bank (2004), it is clear that schools that are properly managed are more efficient than those that are mismanaged. This trend of mismanagement leads to high educational cost, high dropout rate, low quality teaching personnel and low pupils’ achievement. The input-output ration can be boosted by reducing the repetition and dropout rates hence promotion policies should be carefully examined. This can be done by adjusting the promotion standards to reflect pupils’ abilities (World Bank, 2004).

Kinyanjui (2002) found that the effectiveness of education system is severely affected by the absenteeism, repetition and dropout rates. The three challenges were identified as the main difficulties facing the production in education system.

2.3 **Sources of Efficiency**

According to Levacic (2007) in his study findings, there are strategies used to distinguish the sources of efficiency in school. These include: selection of technical and suitable inputs; grouping and matching inputs with a given output; minimizing total costs or maximizing output for a given costs; and finally improving the
technical knowledge in order to improve the existing production level in a system. The third source aims at improving the productivity in the system while the other two are based on financial aspects. They sources are characterized by innovations leading to new educational activities in the education system.

2.4 Types of efficiency

As defined by Coombs (2003) in his study findings, efficiency was divided into external and internal. External efficiency are gains accrued to the pupils and to the society at large from earlier funding by the educational stakeholders. It involved the interaction between the academic and vocational education and between school and work. Internal efficiency is simply the useful outcome which is a relationship between the output of the system and its input. In this case, the flow of pupils through the system cycle with low wastage and learning quality attained from the classroom is dealt with. The learning quality is calculated using the inputs and outputs of the education system while wastage is marked quantitatively from dropout and repetition rates.

As emphasized by Psacharopoulos and Woodhall (2005), external efficiency may be assessed by the extent at which schools train pupils based on academic achievement and being role model and useful people to the society as far as improving the economic status of the society is concerned. It is evident that many scholars made a lot of emphasis on external efficiency, where as neo-classical economists based much of their concern on internal efficiency. Even though researchers attempted to focus efficiency of primary education system, it was logical
for this study to describe efficiency in both external and internal that would be more beneficial in education system.

Internal efficiency is treated in two dimensions; the connection of what comes in and what comes out of the system, and the connection of costs quality between entrance and outlet. Haq and Haq (2008) referred internal efficiency as the connection between outputs in education and learning attainments. As reported by the Pradhan (2005), internal efficiency is simple intake and out turn of pupils and is concerned with potential wastes in the process related to dropouts at various educational levels. In order to enhance quality and quantity of education in a best possible techniques, the internal efficiency of an education system must be concerned with the exploitation of available resources in schools. According to Pradhan (2005), this should be assessed based on enrollment and completing rates of the pupils from the beginning to the ending years. The measures of outputs are then based on examination results, while the input measures are based on the costs, teachers’ adequacy and qualification, teaching experience and socio-economic status of the pupils.

2.5 Factors behind ineffective flow of pupils

2.5.1 Education Policies and Institutional Processes

In financial years, there has been an increase in public recurrent expenditure per primary school-child even though the formal expenditure is dismal. However, due to the cost sharing policy that was amended by the Ministry of Education, the problem has been carried forward to parents hence making difficult for parents and communities to adequately involve in education (Abagi, 2006; World Bank, 2008).
The reason behind this is the high poverty levels in the country. In reality, the poverty situation prevents parents from providing the essential needs like food and quality heath for their children. Under this circumstance, there is increased dropout rate due to lack of school uniforms and other learning materials that are not provided by the schools. The burden of limited resources and low educational returns discourage parents from educating their children (World Bank, 2012).

Based on cost-sharing policies in education, approximately 4.2 million primary learners are in need of learning materials particularly textbooks whose cost would be too expensive. When only half of this amount is provided, it would be the responsibility of the poor parents to bridge the gap. Consequently, due to failure to afford such costs, many children are hindered from attending school regularly leading to dropout among them. This implies that inadequate funds are not allocated for textbooks and school feeding programme that would motivate the child to learn (Abagi, 2004). If the parents cannot afford to provide the efficient learning materials as demanded by the cost-sharing policy, the relevant concern is whether the policy is still relevant. Hence, this study sought to assess the policy based on the stability between teachers’ salaries and learning resources.

2.5.2 School-Based Factors

Schools need learners to have school uniforms, reference materials and relevant stationery. The costs of these items are high hence the children whose guardians/parents cannot afford are always under pressure. This frustrates the child hence his/her academic performance lowers. Children under similar situation do not actively participate in school hence their chances to repeat or drop-out of school is comparatively higher (World Bank, 2008).
Based on the school context, teachers’ attitudes on their pupil have significant results on their academic attainment and retention in the school. In many occasions, available surveys indicate that sexual harassment and pregnancies pose a great threat to girl child involvement in education (Mitha, 2005). It is evident that male teachers have been the main offenders in perpetrating sexual abuse.

### 2.5.3 Household and Community Based Factors

Parents are discouraged from investing in education for their children due to the drastic increase in poverty level (Economic Survey, 2009). As a result of poverty, parents are not in place to stand by their children in terms of quality education hence child labour has been the order of the day in order for the family to survive. Children from poor households have been continually sent to the labour market mainly as domestic workers in urban centres. Meanwhile, in coastal region it has been observed that many school-aged boys drop out of schools in order to earn money as beach boys (Word Bank, 2013).

Social beliefs and practice has also been a major barrier to education among some ethnic groups in Kenya. For instance, in areas where female genital mutilation is carried out, young girls drop out of school since they feel they are women and ready to be married once initiated. Therefore, pressure is put to them to abandon education in their tender age (World Bank, 2013). This study therefore attempted to seek ways in which retention of pupils can be met in primary schools basing on the economic factors particularly poverty.
2.6 Summary of Literature Review

It is evident from the literature review that there are indeed many studies (Haq and Haq, 2008; Pradhan, 2005; Abagi, 2004; Mitha, 2005) which have been carried out in relation to the factors influencing promotion rate of pupils in public primary schools. However, most of the studies have been carried out in the developed countries and only a few have carried out in the developing countries and with specific reference to Kenya. Moreover, some of the studies put more emphasis on the incomplete primary school education rates of pupils and did not exhaustively look on the areas of school related factors which influence the pupil promotion rates in public secondary schools. Hence, there is need for this study to be carried out to exhaustively investigate on the school factors influencing promotion rate among primary school pupils in Suba Sub-County, Homa-Bay County.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design, study location, study population, sample size, sampling procedure, research instruments, data collection and data analysis procedure that were used during the study.

3.2 Research Design

Research design involves the advancing planning of strategies to be used towards gathering of significant information and methods to be employed in their analysis (Kothari, 2004). The study adopted survey design in order to obtain pertinent and precise information. Descriptive research assist the researcher in determining and reporting the way things are and also attempts to describe possible characteristics (Mugenda and Mugenda, 1999). Kombo (2006) concurs when he posits that a descriptive design deals with describing the position of matter as it occurs. This was the most appropriate for this study because the researcher investigated on the school-based determinants of internal efficiency based on promotion rates in primary schools in Suba Sub-County, in Homabay County, Kenya without manipulating any variables.

Descriptive survey generates statistical data concerning the population of interest to the policy makers (Borg and Gal, 1989) without manipulating any variable. It is useful in investigating a variety of educational problems Gay (1992) and continuous assessment is one such a problem. The approach used both quantitative and qualitative data.
3.3 Variables

3.3.1 Independent Variables

Pupil flow by class size, textbooks, availability of playground, number of teaching staff and pupil-closet ratio were the independent variables for this study. This study sought to find out how these factors influence the flow of pupils through the primary schools cycle in Suba Sub-County, Homabay County.

3.3.2 Dependent Variables

Pupils’ promotion was the dependent variables. The study sought to establish how these measurements of internal efficiencies of primary schools vary based on the independents mentioned above.

3.3.3 Intervening Variables

The factors that determined the internal efficiency based on promotion rate among learners were educational policies.

3.4 Study Locale

The study was conducted in Suba Sub-County Homabay County. Suba Sub-County is an administrative Sub-County in the Nyanza Province of Kenya. The Sub-County has a population of 155,666 and an area of 1,055 km². The Sub-County altitude ranges from 1143m to 2134m above sea level with the main relief features being an upland plateau composed of undulating surfaces with the high areas being the Gwassi Hills to the south, Gembe hills to the north and Mfangano hills as the dominant centre of Mfangano islands. To the east of the Sub-County is the Lambwe Valley, which lies 1219m above sea level and is characterized by savannah grasslands and is home to the Ruma National Park. In the west and northern most
parts of the Sub-County are the shores of Lake Victoria which has rich fishing grounds. Because the Suba language is very different from other language in the area, some Suba people have lost the ability to speak their own language. The Sub-County was selected because the researcher is familiar with the area and his working station is situated in the same area. The accessibility of the area made it economical for the study, while familiarity motivated the respondents to volunteer information needed. It was justified that a research study should be conducted since the retention and completion rates among public primary schools in Suba Sub-County were very low.

3.5 Target Population

This study targeted 91 public primary schools in Suba Sub-County, 91 head teachers of these schools, 455 teachers, and 36,400 pupils of classes of classes one to eight. The total target population was 36,946 respondents.

3.6 Sample and Sampling Procedures

Three out of four zones in the Sub-County were selected for the study using a stratified sampling technique. Three zones (Kiabuya, Sindo and Kigoto) formed the strata of the study. Furthermore, random sampling was used to select 5 public primary schools from each of the three zones leading to a total of 15 schools. For the study, purposive sampling was used to select a headteacher and 5 class teachers from upper primary per school. Moreover, random sampling was used to select 25 pupils from each of the 15 sampled public primary schools translating to a total of 375 pupils. The total sampled population was 465 respondents. The summary of the target population and sample size is presented in table 3.1.
Table 3.1: Target population and Sample Size

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of schools</th>
<th>No. of Pupils</th>
<th>Teachers</th>
<th>Head teachers</th>
<th>Sample size</th>
<th>Target Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiabuya</td>
<td>24</td>
<td>9205</td>
<td>122</td>
<td>24</td>
<td>125</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Nyagwethe</td>
<td>18</td>
<td>8709</td>
<td>98</td>
<td>18</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sindo</td>
<td>20</td>
<td>9236</td>
<td>109</td>
<td>20</td>
<td>125</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Kigoto</td>
<td>29</td>
<td>9250</td>
<td>126</td>
<td>29</td>
<td>125</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>36,400</td>
<td>455</td>
<td>91</td>
<td>375</td>
<td>75</td>
<td>15</td>
</tr>
</tbody>
</table>

3.7 Research Instruments.

3.7.1 The Questionnaire

This is a very fast way of obtaining data. The use of questionnaires builds uniformity and compatibility in the responses hence easy to analyze. According to Orodho (2009), the use of questionnaires in a research enables the researcher to gather a large amount of data within the shortest period of time. A well designed questionnaire makes the researcher's work easier and improves the quality of data obtained, (Sudman and Bradburn, 1982).

For the study, the researcher used both the unstructured closed ended and open ended questions. In developing the questionnaires, structured questions with a list of possible alternatives were used since they were easy to compute and analyze. Open-ended questions enrich structured questions thus adding quality to the data collected. Questionnaires give a respondent chance to give useful information based on personal feelings, deeper motivations, interests and decisions that may be hidden.
Besides, the level of literacy of the anticipated respondents was high, making it appropriate for the target population. The questionnaires sought the teachers’ and pupils’ views on the internal efficiency of primary schools in Suba Sub-County.

3.7.2 Interview Schedule

Involves a set of questions asked by an interviewer during when interviewing the participant where the researcher seeks responses through personal interviews (Orodho, 2009). According to Thomas (2009), personal interviews provide a greater deal in getting first hand information based on bodily experience. One is able to watch and listen for nuances of their behavior and is also able to hear and understand what the interviewees are saying. This tool was used to seek information related to the school-based determinants from the headteachers of the sampled schools in primary schools in Suba Sub-County.

3.8 Pilot Study

The researcher conducted a pilot study in which the instruments of the study were pre-tested before the main study. The purpose of piloting was to detect any problem for remedial before the actual study. During pre-testing, two public primary schools in a different Sub-County, whose circumstances were similar to Suba Sub-County, were chosen. The researcher administered the instruments on 48 class six pupils; six teachers, and two head teachers. This was done to restructure ambiguous statements and delete the irrelevant items from the research tools in order to enhance their validity before the actual study.
3.8.1 Validity

A technique is valid if it quantifies what is intended to quantify (Orodho, 2009). The researcher sought experts’ opinion as to the relevance of the content used in the questionnaire and interview schedules. They examined them individually and provided feedback to the researcher. The feedback information was then incorporated to make the final questionnaires and interview schedule.

3.8.2 Reliability

In order to ensure reliability of the instruments in the study, the following steps were followed using the test-retest method:

a) Select identical subjects for the study from two schools in a different Sub-County similar to Suba.

b) Administer the instruments to the subjects.

c) Score the questions manually.

d) Administer the same instruments again to the same group of respondents after two weeks, while keeping all the initial conditions constant, (Mugenda, 2008).

e) Analyze the responses manually.

f) Finally, compare answers made in c) and e) and analyze.

This showed the extent the responses were consistent. Spearman rank order correlations were used to calculate the coefficient every time the instruments were administered. A correlation coefficient ® of 0.74 was attained and judged high enough. The instrument were reliably accepted, discussed and improved with the assistance of experts and subject specialists.
3.9 Data Collection Procedure

Sampled schools were visited by the researcher after seeking authority from the headteachers by presenting letters of introduction from Kenyatta University. A research permit was obtained from the DEO’s office Suba Sub-County allowing him to collect data from public primary schools from the areas. The researcher then established a rapport and sought permission from the headteachers to allow him collect data from their respective schools. The researcher then personally administered questionnaires to both teachers and pupils in the staffrooms and classrooms respectively on the second visit. Headteachers were also interviewed on the same day after which all the pupil’s questionnaires were collected. The questionnaires administered to the teachers were collected on the third day.

3.10 Data Analysis and Presentation

The data analysis process involved editing, organizing and summarizing data extracted from the instruments, concerning the determinants of internal efficiency of public primary schools in Suba Sub-County. Quantitative data based on pupils-textbook ratio, pupil-teacher ratio and pupil-closet ratio were collected using questionnaires. Information on promotion rate in primary schools was established from the Interview schedules. These quantitative data were coded, edited and entered in the computer for analysis with the aid SPSS. The data were organized and presented using frequency tables and pie-charts. Qualitative data such as suggestions on ways of increasing the promotion rate among pupils were collected by the interview schedule. These qualitative data were then organized into themes based on the research objectives. The researcher then brought out meaningful observations made during the study through discussion. This made it easier and
possible to make conclusion and recommendations for the study which would be used to develop future action and research.

3.11 Ethical considerations

Permission to carry out the research was sought from National Council for Science and Technology (NACOSTI) under ministry of higher education. Permission was then sought from the County Director of Education in Homa-Bay County. The headteachers of the public primary schools were contacted with the aim of seeking permission to collect data and to explain the purpose of the study. Once this was done, the researcher distributed the questionnaires to pupils and teachers after one day.

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

DATA PRESENTATIONS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data collected, results and discussions of the study findings on the school-based determinants of internal efficiency based on promotion rates in primary schools in Suba Sub-County in Homabay County. The findings of the study were guided by the following research questions

i) To determine promotion rates among pupils in primary schools in Suba Sub-County.

ii) To determine influence of pupils-textbook ratio on promotion rate in primary schools in Suba Sub-County.

iii) To establish influence of pupil-teacher ratio on promotion rate in primary schools in Suba Sub-County.

iv) To establish relationship between pupil-closet ration and promotion rate in primary schools in Suba Sub-County.

v) To determine relationship between availability of playground and promotion rates in primary schools in Suba Sub-County.

The data was analyzed according to research objectives with the aid of Statistical Package for Social Sciences (SPSS). The data was presented and discussed using descriptive statistics like percentages, frequencies and tables. Qualitative data form interview schedules were organized into themes based on the research objectives and discussed to bring out meaningful observations made during the study.
4.2 Response Rate

The intended total numbers of respondents were 493 respondents. However, out of 465 questionnaires that were administered, a total of 385 questionnaires were returned during the study. This translated to a response rate of 82.8% which was judged to give logical results and later conclusion and recommendations made. The response rate was presented in Table 4.1.

Table 4.1: Respondents turnout rate

<table>
<thead>
<tr>
<th>Respondent category</th>
<th>Population</th>
<th>Expected Sample size</th>
<th>Actual sample size</th>
<th>Percentage of the actual sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>91</td>
<td>15</td>
<td>15</td>
<td>100.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>455</td>
<td>75</td>
<td>70</td>
<td>93.33</td>
</tr>
<tr>
<td>Pupils</td>
<td>36,400</td>
<td>375</td>
<td>300</td>
<td>80.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36,946</strong></td>
<td><strong>465</strong></td>
<td><strong>385</strong></td>
<td><strong>82.80</strong></td>
</tr>
</tbody>
</table>

4.3 Demographic information

4.3.1 Age Distribution of Pupils

The respondents were asked to indicate their gender, and the responses obtained are summarized in Figure 4.1.
The results from the Figure 4.1 indicate that majority 269 (89.7%) of the pupils were aged between 10-15yrs; an age range of adolescence. This is a critical age at which retention of learners in schools should be maintained hence learners should be given all the necessary essentials for learning. Another proportion of 1.3% of pupils was of age 21 years and above. This indicates there was repetition case but at a considerable rate. These findings concur with the findings of Subedi (2009) who concluded that age is a determinant of completion of primary school education. For instance, it influences the pace at which a learner grasps the content during teaching and learning activities. Thus those who complete school at an older age are likely to perform poorly.

Figure 4.1: Distribution of pupils by age group

Source: Pupils’ Questionnaire
4.3.2 Education Level of Parents/Guardians

![Bar chart showing distribution of pupils' parents by level of education.](image)

**Figure 4.2: Distribution of pupils’ parents by level of education**

**Source:** Pupils’ Questionnaire

The results of the study indicated that majority 213 (71%) of the pupils’ parents and guardians left school at primary level probably due to high poverty level in the area. This provided a positive significant factor towards learners’ commitment and hence retention and promotion of the learners to the next class. However, only 4 (1.3%) of the respondents reported that their parents were degree holders.

4.4 Promotion rates among pupils in primary schools

The first objective was to determine the promotion rates among pupils in primary schools in Suba Sub-County. The table below shows promotion rates among the zones captured during the research as reported by the headteachers, teachers and pupils.
Table 4.2: Promotion rate per zone in academic year 2013/2014

<table>
<thead>
<tr>
<th>Zone</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Average class 4-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiabuya</td>
<td>75.14</td>
<td>78.53</td>
<td>73.14</td>
<td>68.19</td>
<td>64.45</td>
<td>71.89</td>
</tr>
<tr>
<td>Sindo</td>
<td>97.13</td>
<td>94.19</td>
<td>89.67</td>
<td>81.24</td>
<td>79.67</td>
<td>88.33</td>
</tr>
<tr>
<td>Kigoto</td>
<td>90.16</td>
<td>87.18</td>
<td>77.16</td>
<td>65.18</td>
<td>58.89</td>
<td>75.71</td>
</tr>
</tbody>
</table>

**Total**  | **82.15** | **80.52** | **75.04** | **67.20** | **62.92** | **73.57**

**Source:** Headteachers’ Interview Schedule

It was found that promotion rate in classes for cohort 2013/2014 deteriorates from 82.15% in class 4 to 62.92%; the corresponding final figures per zone being 71.89% for Kiabuya, 58.27%, 88.33% for Sindo, and 75.71% for Kigoto. Further, it is observed that only 67.20% children in Class seven were promoted to next Class in 2013/14 compared to 82.15% in case of Class four. Low promotion rate in Class seven may be because of lack of learners’ retention because at this level they needed to heavily provide for their poor parents. Very low promotion rate in classes seven and eight in a number of Zones need careful examination. Without improving promotion rate in these classes, efforts being made through ongoing programmes in attaining the goal of universal primary education are not likely to be realized in the near future.

These findings are supported by the findings of Abagi (2006). According to Abagi (2006), due to the rise of poverty level in Kenya, parents and by extension, many communities are not in a position to meet the ever-increasing cost of living and schooling adequately. Instead, school children are turned to work in order to provide for a living.
The results above (Table 4.3) show the trends of repetition rate in public primary schools in Suba Sub-County. The record shows that with an inconsistent trend, repetition rate has been severing in all classes especially from (2011/12). Based on document the review trends of repetition shows the increased and decreased trends in all levels. As indicated from the table above classes five, six, seven and eight trend of repetition rate increased by 1.34% (between 2010/11 and 2011/12 and decreases by 2011/12 to 2012/13 and again increases in 2013/14. The repetition rate fluctuating over the years but it end up with the trend increase in 2012/13 by 1.85%. The total trend of repetition rate in upper Primary Education (5-8) shows both the increased and decreased trend in four consecutive years. Therefore the average grand total for the fifteen sample schools indicated a complete increasing trend of dropout rate by 1.60%. Furthermore, the status of girls’ repetition rate in all of the given classes was partially equivalent to boys. Repetition rates show variations among different zones and schools of the Sub-County. The repetition rate at class five was likely due to lack of adequate text books and poor infrastructure of the Sub-County.
4.4.1 Frequency at which repetition occurs as reported by teachers

The findings from figure 4.3 reveal that that majority 49 (70%) of the respondents reported that repetition of pupils regularly occurred in their schools. However, only 21 (30%) reported that it rarely occurred. This implies majority of schools experienced a dismal in adequacy of teaching and learning resources in the schools.

Respondents were asked to state the reasons why learners failed to get promoted in the next class. The following factors were given by the respondents. Based on the Level of agreement: >3.50=Very High; 2.50-3.49= Moderate; <2.50=Very Low, factors that leads learners to repeat in a class were rate based on the degree of contribution by headteachers, teachers and pupils were summarized in table 4.4.
<table>
<thead>
<tr>
<th>Items</th>
<th>Headteachers N=15</th>
<th>Teachers N=70</th>
<th>Pupils N=300</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High pupil section ratio</td>
<td>4.50</td>
<td>3.87</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>0.6888</td>
<td>1.196</td>
<td>1.354</td>
</tr>
<tr>
<td>2. Poor school infrastructure</td>
<td>3.75</td>
<td>3.4</td>
<td>2.70</td>
</tr>
<tr>
<td></td>
<td>1.251</td>
<td>1.428</td>
<td>1.494</td>
</tr>
<tr>
<td>3. Lack of pupils adequate text books</td>
<td>4.25</td>
<td>3.73</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>0.716</td>
<td>1.257</td>
<td>1.399</td>
</tr>
<tr>
<td>4. Unsuitable instructional environment</td>
<td>2.95</td>
<td>2.80</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>0.759</td>
<td>1.063</td>
<td>1.269</td>
</tr>
<tr>
<td>5. Lack of experience teachers</td>
<td>3.65</td>
<td>3.50</td>
<td>3.10</td>
</tr>
<tr>
<td></td>
<td>1.182</td>
<td>1.167</td>
<td>1.523</td>
</tr>
<tr>
<td>6. Content loaded by heavy curriculum</td>
<td>2.45</td>
<td>2.10</td>
<td>2.10</td>
</tr>
<tr>
<td></td>
<td>1.321</td>
<td>1.152</td>
<td>1.286</td>
</tr>
<tr>
<td>7. Teachers do not use teaching aids</td>
<td>3.15</td>
<td>2.53</td>
<td>2.40</td>
</tr>
<tr>
<td></td>
<td>1.136</td>
<td>1.175</td>
<td>1.4229</td>
</tr>
<tr>
<td>8. Inappropriate teacher-pupil relationship</td>
<td>3.15</td>
<td>3.10</td>
<td>2.30</td>
</tr>
<tr>
<td></td>
<td>1.089</td>
<td>1.155</td>
<td>0.948</td>
</tr>
<tr>
<td>9. Lack of parents and community involvement</td>
<td>3.10</td>
<td>2.50</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>1.316</td>
<td>1.525</td>
<td>1.702</td>
</tr>
</tbody>
</table>

As indicated in table 4.4, high pupil section ratio, high pupil-teacher ratio and lack of learners text books were rated very high that show high agreement with minimum mean value ranging from 3.50 (indicated low agreement) to maximum mean value of 4.50 (indicated high agreement). This implies that; poor school infrastructure, unsuitable instructional environment, lack of experienced teachers and
learners/teachers ratio show highest contribution based on the level of their agreement in causing pupil repetition.

Teacher-pupil relation and lack of parents and community involvement all show moderate agreement with minimum mean values ranging 2.10; (indicate low agreement) to maximum mean values of 4.02 (indicates high agreement). In addition, such items as content loaded by heavy curriculum and difficulty of language of instruction were also rated very low with minimum mean value of ranging from 1.90 to maximum mean value of 2.63. This implies that, these factors have the very less contribution up on pupil repetition as indicated by the respondents. In summary, almost all of the factors stated above are minor inputs for internal efficiency, except high pupil section ratios, high learners-teachers ratio and lack of learners’ textbooks from the data obtained.

Haq and Haq (2008) referred internal efficiency as the connection between outputs in education and learning attainments. As reported by the Pradhan (2005), internal efficiency is simple intake and out turn of pupils and is concerned with potential wastes in the process related to dropouts at various educational levels. In order to enhance quality and quantity of education in a best possible techniques, the internal efficiency of an education system must be concerned with the exploitation of available resources in schools.

### 4.4.2 Level of promotion based on gender

Teachers were asked to give information on the level of promotion based on gender.

The findings are presented in Figure 4.4
Figure 4.4: Level of Promotion per Gender

Source: Teacher’s questionnaire

Table 4.5 indicates that more boys were promoted than girls as indicated at response rate of 92.9%. However, only 5(7.1%) of the respondents reported that girls were promoted than boys. This implies that boys were given opportunity in access of education in favour of boys; even though free primary education was implemented, no changes were made on gender disparity based on access to education in Suba Sub-County.

Headteachers were asked to identify the primary level in which repetition was more prevalent. The following figure describes the results of the findings.
Figure 4.5: Prevalence of promotion-related problems based on Level
Source: Headteachers’ Interview Schedule

The results indicate that majority 9 (60.0%) of the respondents reported that repetition was more prevalent in upper primary than in lower primary level. The reason is that at upper primary schools, majority of learners did not maintain their attention to academics but spared most of their times assisting their families in home chores such as looking after livestock and fishing towards providing income for the poor family. This increased the rate of truancy leading to poor performance.

4.5 Influence of Pupil-Textbook Ratio on Promotion Rate in Primary Schools in Suba Sub-County

The second objective was to determine the influence of pupil-textbook on promotion rate. The respondents were asked to indicate their agreement level on the statement. The agreement levels used were: SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree. The findings are summarized in table 4.5.
Table 4.5: Pupil-textbook ratio and promotion

<table>
<thead>
<tr>
<th>High pupil/textbook ratio lowers</th>
<th>Teachers (n=70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>promotion rate</td>
<td>Freq</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>42</td>
</tr>
<tr>
<td>Agreed</td>
<td>15</td>
</tr>
<tr>
<td>Disagreed</td>
<td>8</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire

As shown from the results in table 4.5, majority 42(81.67%) of teachers strongly agreed that promotion was affected by high pupil/textbook ratio. This is an indication that teaching and learning materials were inadequately mobilized and allocated for effective learning. However, only 5(7.1%) of the respondents strongly disagreed with the statement implying that the teachings available in such schools were outdated and had no use to both teachers and learners.

These findings coincide with the report findings on education by World Bank, (2008). According to the reports by World Bank (2008), schools need learners to have school uniforms, reference materials and relevant stationery. The costs of these items are high hence the children whose guardians/parents cannot afford are always under pressure. This frustrates the child hence his/her academic performance lowers. Children under similar situation do not actively participate in school hence their chances to repeat or drop-out of school is comparatively higher.
4.6 Influence of pupil-teacher ratio on promotion rate in primary schools in Suba Sub-County

The third objective was to establish the effect of pupil-teacher ratio on promotion rate in primary schools in Suba Sub-County. The respondents were asked to indicate their agreement level on the statement. The agreement levels used were: SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree. Table 4.6 gives the summary of the results.

Table 4.6: Influence level of teachers' adequacy on promotion

<table>
<thead>
<tr>
<th>High pupil/teacher ratio lowers promotion rate</th>
<th>Teachers (n=70)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>55</td>
</tr>
<tr>
<td>Agreed</td>
<td>15</td>
</tr>
<tr>
<td>Disagreed</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire

Table 4.6 shows that the statement ‘High pupil/teacher ratio lowers promotion rate’ highly scored since majority of teachers strongly agreed at a response rate of 78.6%.

In comparison with pupil/textbook ratio, pupil/teacher ratio was more significant factor affecting promotion of the pupils from one class to the next. This implies that in majority of schools, some subjects were not adequately taught due to lack of enough trained teachers who could complete the workload on time. Hence this posed majority of the pupils to perform poorly since they could not read or revise those subjects whose lessons were either skipped or were inadequately instructed. This made majority of teachers to perceive that they had overloaded 8-4-4 curriculum.
The overloaded 8-4-4 curriculum is one of the factors which affect pupils’ participation in school negatively (World Bank, 2008). According to the findings from a study by Abagi (2004), in financial years, there has been an increase in public recurrent expenditure per primary school-child even though the formal expenditure is dismal. However, due to the cost sharing policy that was amended by the Ministry of Education, the problem has been carried forward to parents hence making difficult for parents and communities to adequately involve in education. The reason behind this is the high poverty levels in the country. In reality, the poverty situation prevents parents from providing the essential needs like food and quality heath for their children. Under this circumstance, there is increased dropout rate due to lack of school uniforms and other learning materials that are not provide by the schools.

4.7 The relationship between pupil-closet ration and promotion rate in primary schools in Suba Sub-County.

The fourth objective was to establish relationship between pupil-closet ration and promotion rate in primary schools in Suba Sub-County. The respondents were asked to indicate their agreement level on the statement. The agreement levels used were: SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree. Table 4.7 gives the summary of the results.

<table>
<thead>
<tr>
<th>High pupil/closet ratio lowers promotion rate</th>
<th>Teachers (n=70)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>56</td>
</tr>
<tr>
<td>Agreed</td>
<td>13</td>
</tr>
<tr>
<td>Disagreed</td>
<td>1</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire
Table 4.7 shows that majority 56(80%) strongly agreed that high pupil/closet ratio lower promotion rate in their primary schools. Another high proportion of the respondents 13(18.6%) agreed with the statement. This is an indication that size of classrooms based on enrolment was a significant factor to promotion. This implies that a teacher found it difficult handle a classroom of large number of pupils at a time hence could not give an individual learner any attention.

The most common class size is 41-50 learners constituting 63.2% of classes. These findings are supported by the report findings of European Union (2008) that a class should be of a considerable size in order to enhance friendly learning environment.

4.8 The effect of availability of playground and promotion rates in primary schools in Suba Sub-County

The fifth objective was to determine relationship between availability of playground and promotion rates in primary schools in Suba Sub-County. The respondents were asked to indicate their agreement level on the statement. The agreement levels used were:SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree. Table 4.8 gives the summary of the results.

| Table 4.8: Influence level of adequacy of physical facilities on promotion |
|-------------------------------------------------|-----------------|----------|
| Lack of safe playgrounds lowers promotion rate | Teachers (n=70)  |          |
| Strongly Agreed                                 | 3               | 4.3      |
| Agreed                                          | 13              | 18.6     |
| Disagreed                                       | 51              | 72.8     |
| Strongly Disagreed                              | 3               | 4.3      |
It is evident from the results that availability of playgrounds did not greatly affect the promotion trends in most primary schools as indicated by majority 51(72.8%) who disagreed with the statement. Physical exercise is a fundamental aspect of growth and physical development that facilitates healthy learning. Probably Physical Education (PE) was not fully implemented in majority of schools hence majority of teachers considered it a waste of time for academics since it was not examined as a subject.

4.8.1 Availability of school based resources as reported by as reported by pupils

Based on the fifth objective, pupils were further asked to provide the adequacy of such supportive programmes and teaching/learning resources as feeding programmes, teaching aids, trained teachers, safe and adequate playgrounds and sizable classrooms. The results were presented in table 4.9.

<table>
<thead>
<tr>
<th>Availability of Teaching/learning resources as agreed by learners</th>
<th>Freq</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feeding programmes</td>
<td>26</td>
<td>8.67</td>
</tr>
<tr>
<td>2. Textbooks</td>
<td>14</td>
<td>4.67</td>
</tr>
<tr>
<td>3. Trained teachers</td>
<td>23</td>
<td>7.67</td>
</tr>
<tr>
<td>4. Safe and adequate playgrounds</td>
<td>177</td>
<td>59.00</td>
</tr>
<tr>
<td>5. Sizable classrooms</td>
<td>60</td>
<td>20.00</td>
</tr>
</tbody>
</table>

n=300
It is evident in Table 4.9 that even though there were adequate and safe playgrounds in primary schools as reported by majority (59.00%) of the respondents, only a few had such supportive teaching/learning facilities as feeding programmes, teaching aids, trained teachers, and sizable classrooms. This implies that majority of schools did not provide essential resources for teaching and learning hence leading to poor performance that later led to low promotion from one class to the next. These findings are supported by Haq and Haq (2008) who identified that the capacity to produce effective results there must be relatively much efforts and resources. Levacic (2007) also argued that efficiency is achieved when a given quantity of output is produced at minimum cost.

### 4.8.2 Possible ways to enhance promotion rate in primary schools

The respondents were asked to identify the possible and effective ways of improving promotion trend in the schools. The results were presented in table 4.10.

**Table 4.10: Ways of enhancing promotion rate in primary schools as reported by headteachers**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Freq</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide more trained teachers</td>
<td>13</td>
<td>86.67</td>
</tr>
<tr>
<td>Promote remedial teaching programs for weak and slow learners</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td>Provide curriculum nurturing the talent of learners and suit the society</td>
<td>7</td>
<td>46.67</td>
</tr>
<tr>
<td>Emphasize and review language policy</td>
<td>11</td>
<td>73.33</td>
</tr>
<tr>
<td>Mobilizing and allocating teaching/learning resources by reducing procurement that is not necessary</td>
<td>6</td>
<td>40.00</td>
</tr>
</tbody>
</table>

n=15
Table 4.10 shows that majority 13(86.67%) agreed that providing more trained teachers would enhance promotion rate in primary schools. Other strategies suggested include: emphasizing and reviewing language policy 11(73.33%); providing curriculum nurturing the talent of learners and suit the society 7(46.67%); mobilizing and allocating teaching/learning resources by reducing procurement that is not necessary; and promoting remedial teaching programs for weak and slow learners 5(33.33%). This is an indication that size of classrooms based on enrolment was a significant factor to promotion.

According to UNESCO’s (2002) report on EFA, there exist acute challenges that can be conquered in maintaining the educational quality. The FPE policies demand for providing more trained teachers; emphasizing and reviewing language policy; providing curriculum nurturing the talent of learners and suit the society; mobilizing and allocating teaching/learning resources by reducing procurement that is not necessary; and promoting remedial teaching programs for weak and slow learners.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents conclusions and recommendations for the study advanced based on the findings.

5.2 Summary of Findings

5.2.1 Determine promotion rates among pupils in primary schools

The first objective was to determine promotion rates among pupils in primary schools in Suba Sub-County. Results showed that promotion rate in classes for cohort 2013/2014 decreased from 82.15% in class 4 to 62.92%; the corresponding final figures per zone being 71.89% for Kiabuya, 58.27%, 88.33% for Sindo, and 75.71% for Kigoto. Further, it is observed that only 67.20% children in Class seven were promoted to next Class in 2013/14 compared to 82.15% in case of Class four.

5.2.2 The influence of pupils-textbook ratio on promotion rate

The second objective was to determine the influence of pupil-textbook on promotion rate. Majority 42(81.67%) of teachers strongly agreed that promotion was affected by high pupil/textbook ratio. This is an indication that teaching and learning materials were inadequately mobilized and allocated for effective learning. Nevertheless, only 7.1% strongly disagreed with the statement meaning that the teaching/learning materials available in such schools were outdated and had no use to both teachers and learners.
5.2.3 The influence of pupil-teacher ratio on promotion rate in primary schools in Suba Sub-County

The third objective was to establish the influence of pupil-teacher ratio on promotion rate in primary schools in Suba Sub-County. The statement, ‘high pupil/teacher ratio lowers promotion rate’ highly scored since majority of teachers strongly agreed at a response rate of 78.6%. In comparison with pupil/textbook ratio, pupil/teacher ratio was more significant factor affecting promotion of the pupils from one class to the next.

5.2.4 The relationship between pupil-closet ration and promotion rate in primary schools in Suba Sub-County

The fourth objective was to establish relationship between pupil-closet ration and promotion rate in primary schools in Suba Sub-County. The findings revealed that majority 56(80%) strongly agreed that high pupil/closet ratio lowered promotion rate in their primary schools. Another high proportion of the respondents 13(18.6%) agreed with the statement. This is an indication that size of classrooms based on enrolment was a significant factor to promotion.

5.2.5 The relationship between availability of playground and promotion rates in primary schools in Suba Sub-County

The fifth objective was to determine relationship between availability of playground and promotion rates in primary schools in Suba Sub-County. It is evident from the results that availability of playgrounds did not greatly affect the promotion trends in most primary schools as indicated by majority 51(72.8%) who disagreed with the statement. It is also evident that even though there were adequate and safe
playgrounds in primary schools as reported by majority (59.00%) of the respondents, only a few had such supportive teaching/learning facilities as feeding programmes, teaching aids, trained teachers, and sizable classrooms. Majority 13(86.67%) suggested that providing more trained teachers would enhance promotion rate in primary schools. Other strategies suggested include: emphasizing and reviewing language policy 11(73.33%); providing curriculum nurturing the talent of learners and suit the society 7(46.67%); mobilizing and allocating teaching/learning resources by reducing procurement that is not necessary; and promoting remedial teaching programs for weak and slow learners 5(33.33%). This is an indication that size of classrooms based on enrolment was a significant factor to promotion.

5.3 Conclusion

5.3.1 Promotion rates among pupils in primary schools

With regard to promotion rates this study concludes that parents should be involved in pupils’ academic progress and school activities in order to be more informed about the importance of education in children. This will help them to encourage their children to attend school instead of engaging themselves in household work.

5.3.2 Influence of pupils-textbook ratio on promotion rate

The findings revealed that majority 42(81.67%) of teachers agreed that promotion was majorly affected by high pupil/textbook ratio, an indication that teaching and learning materials were inadequately mobilized and allocated for effective learning. Hence the Ministry of Education should effectively carry out audit to ensure proper mobilization and allocation of school resources.
5.2.3 **The influence of pupil-teacher ratio on promotion rate**

The results showed that pupil/teacher ratio was a significant factor affecting promotion of the pupils from one class to the next. Hence most of the teachers were busy because the teachers were loaded with more lessons. Therefore a strategic mechanism should be established by the Ministry of Education towards providing adequate trained teachers in order to enhance internal efficiency by reducing pupil repetition.

5.3.4 **The relationship between pupil-closet ration and promotion rate**

The findings revealed that majority 56(80%) strongly agreed that high pupil/closet ratio lowered promotion rate in their primary schools, an indication that size of classrooms based on enrolment was a significant factor to promotion. Therefore school funds should be properly budgeted for based on priorities such as construction of adequate classrooms that will promote effective teaching/learning environment.

5.3.5 **The relationship between availability of playground and promotion rates**

Even though playgrounds did not greatly affect the promotion trends in most primary schools, it is necessary to provide adequate and safe playgrounds in primary schools since it helps to promote physical and health education among school-children. This is essential towards encouraging and nurturing children who had various talents.
5.4 **Recommendations of the Study**

The following recommendations were suggested based on the major findings and conclusions.

5.4.1 **School Administrators**

i) The school administration should assign headteachers who fit for the requirement set for primary school heads. To increase the productivity of their proficiency and as a result to reduce the rate of repetition and dropout it is very importance to prepare updating programs, designing practical strategies such as training and retraining of headteachers to the minimum educational requirement for minimum level of qualified primary school.

ii) The schools administrators should strengthen community involvement in school management and parental concerns about school activities and strongly introduce the benefit of sending their children to school.

5.4.2 **Ministry of Education**

i) Numerous studies have established that skilled teaching has strong positive impacts on pupil achievement. But the study have shown that lack of pupils text books, pupils-teacher ratio, high pupils section ratios were major reasons for pupils’ repetition. Therefore to enhance these problem, government, through the Ministry of Education, should provide the text books, reference material that single pupil can have his/her own, which may give opportunity to every child to have education materials in each school.

ii) There is need to mobilize and activate people to be self-aware of their children’s need. Adult literacy programs and programs for social interaction and reflection on children’s education are needed.
5.4.3 Parents and school community

i) Parents and the community should be aware of the cost and benefit of schools when children are prevented to go to school or fail in school system.

ii) In poor communities where parents detain their children from school because of school cost, it is recommended to cooperate with non-governmental organization or international donor organization to seek funding for dropout prevention programs such as provision of some

5.5 Suggestions for Further Research

i) Further research should be conducted on school-based determinants of repetition rates among public primary schools in the whole Homabay County, Kenya.

ii) Research should be conducted to examine the strategies that must be put in place towards reducing drop-out rates among school going children in Suba Sub-County.

iii) A study should be conducted to establish home-based factors influencing promotion rates of promotion rates among public schools in Kenya.
REFERENCES


European Union (2012). European Union Intervention in Education; received from, euro.eu.


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to collect information on the determinants of the flow of pupils through primary schools in Suba Sub-County, Homa-Bay County. The researcher would like to assure you that the data you give will be treated in utmost confidence and will only be used for academic reasons.

SECTION A: PROMOTION RATE

1. In the course of your stay in this school, have there been learners who have failed to be promoted in their successive years of study?
   Yes [ ]     No [ ]

2. Do girls get promoted more than boys?
   Yes [ ]     No [ ]

3. a) Does lower primary experience the problem of promotion more than Upper primary level?
   Yes [ ]     No [ ]

   b) If Yes in No. 3 above, briefly state the reason why
   ...........................................................................................................
   ...........................................................................................................
   ...........................................................................................................
SECTION B: SCHOOL BASED DETERMINANTS OF LOW PROMOTION IN PRIMARY SCHOOLS OF SUBA SUB-COUNTY

1. The table below shows some school-related factors and pupils’ attributes that would verify low primary promotion rate. Supporting by your experience as a teacher, show the degree to which each of the factors influences promotion of pupils in schools.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>1. Learning resources e.g.</td>
<td></td>
</tr>
<tr>
<td>2. Class-size</td>
<td></td>
</tr>
<tr>
<td>3. Shortage of teachers</td>
<td></td>
</tr>
<tr>
<td>4. Inadequate physical facilities such as</td>
<td></td>
</tr>
<tr>
<td>5. Playground</td>
<td></td>
</tr>
<tr>
<td>6. Poor sanitation</td>
<td></td>
</tr>
</tbody>
</table>

2. Which other school-based and pupil characteristics factors do you find determining low promotion rate in Suba Sub-County?

3. a) Have you ever experienced problems of promotion in your class?
   Yes [  ] No [  ]

   b) If yes, what were the reasons?
   i) ..............................................................................................
   ii) ..............................................................................................
4. Do you have a guiding and counseling committee in school?
   Yes [  ] No [  ]

5. a) Is there a feeding programme for the learners in your school?
   Yes [  ] No [  ]

   b) If Yes, how do you ensure that the learners have at least a meal

   c) If there is a feeding programme, do all the learners benefit from the school feeding programme?
   Yes [  ] No [  ]

SECTION C: AVAILABILITY OF SCHOOL BASED DETERMINANTS

6. Do you have textbooks adequate for teaching?
   Yes [  ] No [  ]

7. Do you think teachers’ ratio in relation to pupils population is adequate in your school?
   Yes [  ] No [  ]

8. Does your school have safe and adequate playgrounds for co-curricular activities?
   Yes [  ] No [  ]

9. Do you think pupil- closet ration in your school is satisfactory?
   Yes [  ] No [  ]
SECTION D: MEASURES FOR IMPROVING PROMOTION RATE IN SCHOOLS

10. In your own opinion, what do you think the following education stakeholder can do to enhance pupils’ promotion in primary schools?

a) Government

b) Parents

c) School headteachers

d) Teachers

e) Community members

Thank you
APPENDIX II: QUESTIONNAIRE FOR THE PUPILS

INSTRUCTION

The questionnaire intends to collect data on a number of factors influencing the School-based determinants of flow of pupils in public primary schools. Please answer the questions as honest as you can to assist us come up with recommendations to curb the problem of promotion. Do not indicate your name on the questionnaire. Tick (√) as appropriate on the response that applies to you.

SECTION A: DEMOGRAPHIC QUESTIONS

Name of school: .................................................................................................................................

1. Indicate your age group from the following options

   10 – 15 [ ] 16 – 20 [ ] Above 21 [ ]

2. What is your parent’s or guardian level of education?

   Primary Level [ ] Secondary Level [ ]
   College Level [ ] University [ ]

SECTION B: SCHOOL BASED FACTORS

3. Have you ever failed to be promoted to the next class?

   Yes [ ] No [ ]

4. Have you ever been absent from school?

   Yes [ ] No [ ]
5. The table below shows some school-related factors and pupils’ attributes that would verify low primary promotion rate. Indicate whether adequate or not adequate.

<table>
<thead>
<tr>
<th>School based and pupil characteristics factor determinants</th>
<th>Tick (√) appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning resources e.g. text books.</td>
<td>Adequate</td>
</tr>
<tr>
<td>2. Class-size</td>
<td></td>
</tr>
<tr>
<td>3. Shortage of teachers</td>
<td></td>
</tr>
<tr>
<td>4. Inadequate physical facilities such as playground</td>
<td></td>
</tr>
<tr>
<td>5. Poor sanitation</td>
<td></td>
</tr>
</tbody>
</table>

6. Which other school-based and pupil characteristics factors do you find determining low promotion rate among pupils in school? .................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

7. a) Have you ever experienced problems of promotion in your class?

   Yes [ ]    No [ ]

   b) If yes, what were the reasons?
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

8. Do you have a guiding and counseling committee in school?

   Yes [ ]    No [ ]

9. a) Is there a feeding programme for the learners in your school?

   Yes [ ]    No [ ]

   b) If Yes, do all the pupils benefit from the school feeding programme?

   Yes [ ]    No [ ]
SECTION C: AVAILABILITY OF SCHOOL BASED DETERMINANTS
10. Do you have textbooks adequate for teaching?
Yes [ ] No [ ]

11. Do you think teachers’ ratio in relation to pupils population is adequate in your school?
Yes [ ] No [ ]

12. Does your school have safe and adequate playgrounds for co-curricular activities?
Yes [ ] No [ ]

SECTION D: SANITATION LEVEL
13. Are pupils provided with enough sanitary devices
Yes [ ] No [ ]

14. Is the environment conducive for learning?
Yes [ ] No [ ]

15. Are there any role models around the school community?
Yes [ ] No [ ]

16. In your opinion, what do you think should be done to increase promotion rate in your school?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Thanks for your co-operation
APPENDIX III: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

INSTRUCTIONS

This questionnaire intends to collect data on the school based determinants of the flow of learners through primary school cycles in Suba Sub-County basing on promotion rates.

SECTION A: ENROLMENT AND PROMOTION RATES

2. Provide in the table below enrolment of pupil’s in your school

<table>
<thead>
<tr>
<th>Year</th>
<th>Class 1</th>
<th>Class2</th>
<th>Class3</th>
<th>Class4</th>
<th>Class5</th>
<th>Class6</th>
<th>Class7</th>
<th>Class 8</th>
<th>Total</th>
<th>Promotion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>B</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2013</td>
<td>B</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2012</td>
<td>B</td>
<td>G</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2011</td>
<td>B</td>
<td>G</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2010</td>
<td>B</td>
<td>G</td>
<td></td>
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<tr>
<td>2009</td>
<td>B</td>
<td>G</td>
<td></td>
<td></td>
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<tr>
<td>2008</td>
<td>B</td>
<td>G</td>
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<tr>
<td>2007</td>
<td>B</td>
<td>G</td>
<td></td>
<td></td>
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<tr>
<td>2006</td>
<td>B</td>
<td>G</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

3. Please indicate by ticking in the appropriate box the level in which the problem of Promotion is much pronounced.

   Lower primary [ ] Upper primary [ ]
   Same for both lower and upper [ ]
3. Which school-based and pupil characteristics do you find influencing promotion of pupils in schools?

4. What do you think, in your own opinion, could be done to increase the promotion rate among pupils?

Thanks for your co-operation
### APPENDIX IV: WORK SCHEDULE

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of proposal</td>
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<td>Review and modification</td>
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<td>Project presentation</td>
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<tr>
<td>Activity</td>
<td>Cost</td>
<td>Total cost</td>
<td></td>
<td></td>
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<td>---------------------------------------------------</td>
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<td>------------</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Collection of preliminary information</td>
<td>$4 \times 2000$</td>
<td>$8,000.00$</td>
<td></td>
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<tr>
<td>Transport cost</td>
<td>$10 \text{ trips} \times 3000$</td>
<td>$30,000$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing services and correction (project)</td>
<td>$4 \times 1000$</td>
<td>$8,000.00$</td>
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<td></td>
<td></td>
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<tr>
<td>Photocopy services</td>
<td>$4 \times 40 \times 2$</td>
<td>$320.00$</td>
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<tr>
<td>Binding of 4 copies of project</td>
<td>$1,000$</td>
<td>$1,000.00$</td>
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<td>Piloting and data collection</td>
<td>$8,000$</td>
<td>$8,000.00$</td>
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<td>Typing and correction services (project)</td>
<td>$4,000$</td>
<td>$4,000.00$</td>
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<tr>
<td>Photocopy services</td>
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<td>$2,000.00$</td>
<td></td>
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<tr>
<td>Binding 4 copies</td>
<td>$8,000$</td>
<td>$8,000.00$</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td><strong>Grand total</strong></td>
<td><strong>$45,200.00$</strong></td>
<td><strong>$75,320.00$</strong></td>
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</tr>
</tbody>
</table>
APPENDIX VI: RESEARCH APPROVAL (GRADUATE SCHOOL)

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/20322/2012
DATE: 3rd March, 2015

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
F.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION TOBIAS ONYANGO OTIENO—REG. NO. E55/CE/20322/2012

I write to introduce Mr. Tobias Onyango Otieno who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Education Management, Policy and Curriculum Studies.

Mr. Otieno intends to conduct research for an M.Ed Proposal entitled, “School-Based Determinants of Promotion Rates among Public Primary Schools in Suba District, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VII: RESEARCH AUTHORIZATION (COUNTY DIRECTOR)

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

COUNTY DIRECTOR OF EDUCATION OFFICE
HOMA BAY COUNTY
P.O. BOX 710
HOMA BAY.
E-mail: edchomabay@gmail.com

DATE: 14th APRIL, 2015

TOBIAS ONYANGO OTIENO
KENYATTA UNIVERSITY
P.O BOX 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

You have been authorized to do research in Homa Bay County on the topic “school based determinants of promotion rates among primary schools in Suba Sub County, Kenya”. You are expected to complete the exercise by 31st July, 2015. Upon completion of the research, you should submit a copy of the research report to this office.

Any assistance accorded to him will be highly appreciated.

For COUNTY DIRECTOR OF EDUCATION

CALEB OMONDI
FOR: COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
APPENDIX VIII: RESEARCH APPROVAL (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No.

NACOSTI/P/15/9843/5745

Tobias Onyango Otieno
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “School-based determinants of promotion rates among public primary schools in Suba Sub-County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Homabay County for a period ending 31st July, 2015.

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

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

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

Copy to:

The County Commissioner
Homabay County.

The County Director of Education
Homabay County.
APPENDIX IX: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. TOBIAS OWYANGA OTIENO
of KENYATTA UNIVERSITY, 0-40307
Magunga, has been permitted to
conduct research in Homabay County
on the topic: SCHOOL-BASED
DETERMINANTS OF PROMOTION RATES
AMONG PUBLIC PRIMARY SCHOOLS IN
SUNA SUB-COUNTY, KENYA

for the period ending:
31st July, 2015

Permit No: NACOSTI/P/15/9843/5745
Date Of Issue: 13th April, 2015
Fee Received: Ksh 1,000

Applicant's
Signature

Director General
National Commission for Science, Technology & Innovation

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

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology & Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 4858

CONDITIONS: see back page