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**SCHOOL INPUTS AND THEIR INFLUENCE ON QUALITY OF
EDUCATION IN PUBLIC SECONDARY SCHOOLS
IN MURANG'A COUNTY, KENYA**

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E83/CTY/22943/2012

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY (ECONOMICS OF EDUCATION
AND EDUCATIONAL PLANNING) IN THE SCHOOL OF
EDUCATION AND LIFELONG LEARNING OF**

KENYATTA UNIVERSITY

MARCH 2023

*School inputs and their
influence on quality of*



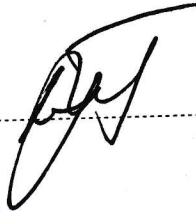
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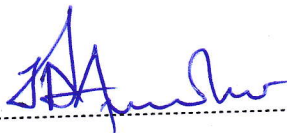
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DEDICATION

I consecrate this work to my spouse, Mrs. Tabitha Wawira Mwaniki and sons, Michael Mwangi Mwaniki and Keith Karinga Mwaniki, for their support.

ACKNOWLEDGEMENT

I owe a debt of appreciation to my overseers, Dr. Jackline Nyerere and Dr. Martin Ogola, for their important advice and assistance in producing my thesis. My appreciation goes out to my friends as well as to the many other people who actively participated in the conversations that led to the formation of this study. I as well owe a debt of recognition to the writers and investigators of the papers, journals, and theses that served as the foundation for my investigation. Moreover, I want to thank the participants for making the time to contribute to this study. Thank you on behalf of my Kenyatta University professors and peers.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|---|
| APEL | Assessment of Prior Experiential Learning |
| CATs | Continuous Assessment Tests |
| EFA | Education for All |
| FDSE | Free Day Secondary Education |
| GoK | Government of Kenya |
| IPAR | School of Policy Analysis and Research |
| KCSE | Kenya Certificate of Secondary Education |
| KNBS | Kenya National Bureau of Statistics |
| MDGs | Millennium Development Goals |
| MoEST | Ministry of Education Science and Technology |
| NACOSTI | National Commission for Science, Technology and Innovation |
| RATs | Random Assessment Tests |
| SPSS | Statistical Package for Social Sciences |
| TSC | Teachers' Service Commission |
| UK | United Kingdom |
| USA | United States of America |

ABSTRACT

School inputs are crucial in ensuring that secondary public schools deliver high-quality education. Unfortunately, Murang'a County's secondary education is of low quality, with many students scoring poorly on the Kenya Certificate of Secondary Education (KCSE), on top of having insufficient performance in extracurricular activities and low retention and completion. Thus, this study endeavored to evaluate the extent to which school inputs determine education quality in government-sponsored secondary schools in Murang'a County, Kenya. The intentions of this examination involved: to scrutinize the magnitude of influence that adequacy of instructional resources has on educational quality in government-sponsored secondary schools; to establish the impact that school facilities have on education quality in public secondary schools, and to assess the extent to which staffing levels affect the educational quality in public secondary schools. The Education Production Function Theory anchored the study. The study design used in the research was correlational. A sample of 360 participants (10.3%) from the 3498 participants in this study (292 principals and 3206 teachers) were selected. This sample was computed using Yamane's Formula. Eight strata that took into account sub-counties were formed using stratified sampling. Intentional sampling was used to choose three principals from each sub-county. To minimize prejudice, however, 42 instructors (14 teachers from each school) were chosen at random from each sub-county. While the researcher employed a documentary checklist guide, principals and instructors were surveyed using questionnaires. Piloting was undertaken to verify the comprehensiveness of the research devices. Validity was established by involving the managers and other specialists in educational planning from the university. Reliability was established through the split-half technique since the pilot sample (36) is large, but even. The reliability coefficient, $r = 0.727$, which demonstrated strong internal consistency, was obtained using the Cronbach Alpha Method. Using the Statistical Software for Social Sciences (SPSS 23), Quantitative data were investigated utilizing inferential Evaluation of Pearson's Product Moment Correlation along with descriptive statistics like frequencies and proportions and displayed using tables. According to the report, students underperform academically on national exams (KCSE), their completion rates and participation in extracurricular activities, as well as the frequency and intensity of those activities, are all declining. According to the research, the government and other secondary education stakeholders are making an effort, but the secondary education quality has been affected by the low amounts of instructional equipment, amenities, and teaching personnel that are still accessible. To reach the necessary levels of adequacy, the research advises that the government keep up the practice of providing instructional resources and curricular maintenance materials. The government ought to ensure that the allocation of financial resources is adequate and timely to enable secondary schools to provide physical facilities geared towards the awareness of quality education. The government should rectify the imbalance in the student-teacher ratio, and hire more teachers.