

**INFLUENCE OF SELECTED INSTITUTIONAL FACTORS ON THE PROVISION OF
QUALITY EDUCATION IN LOWER PUBLIC PRIMARY SCHOOLS IN NAKURU
WEST ZONE, NAKURU COUNTY**

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ABSTRACT

Although the concept of quality education is still contentious, it is clear from research that quality education facilitates the acquisition of knowledge, skills and attitudes that have intrinsic value and also helps address important human goals. Quality education is also found to have an impact on a country's economic growth. Economic growth determines the overall standard of living of a society. More specifically, an educated society may translate into higher rates of innovation, higher overall productivity through firms' ability to introduce new and better production methods, and faster introduction of new technologies. This study focused on influence of selected institutional factors on the provision of quality education in lower public schools located in Nakuru West Zone, Nakuru County. As such, the following were the objectives of the study: to determine the extent to which the school environment poses a challenge towards provision of quality education; to find out how adopted child methods pose a challenge towards the provision of quality education and to examine how school inputs pose a challenge towards the provision of quality education in lower public primary schools in Nakuru West Zone, Nakuru county. The study adopted a descriptive survey design. This research was guided by education and human right theory. It targeted all the 11 public primary schools in Nakuru West Zone. The study adopted purposive sampling technique to select 7 schools from the 11 registered public primary schools in Nakuru West Zone County. Using proportionate stratified random sampling, the researcher selected 7 head-teachers, 60 teachers and 8 school committee members to constitute the population sample. Therefore, the total sample size comprise 75 participants. Questionnaires were used to collect data from the participants. Regression was used to determine the relationship between the dependent variable, that is, quality of education, and the independent variables, that is, the school environment, child-centered methods, and school supportive inputs. Statistical Package for Social Sciences (SPSS) version 22.0 package was used to aid in the data analysis process. The findings were presented with aid of frequency tables, charts and graphs. The school environmental factors that have significant influence on provision of quality education were found to include clarity and consistency of school rules. The child centred methods were found to significantly influence the provision of quality education included teachers' familiarity with and the frequency of use of the child-centered methods of teaching. School inputs factors that were found to significantly influence the provision of quality education included expenditure per pupil and state of instructional materials. The findings of the study have significant implications in assessing the influence of selected institutional factors on the provision of quality education and find ways of clearing them in order to maintain quality education. Based on the research findings, the following were the recommendations: Primary school administrators should be trained and guided on best practices in behavioural management with special reference to specificity and clarity of school rules. Teachers should ensure that school related rules are clear and specific at all times. The class teachers should be trained and guided on child centered methods of teaching and learning. Teachers' familiarity with the child-centered methods of teaching should be enhanced through refresher training and professional workshops. Teachers should be encouraged and facilitated to use child-centered methods of teaching. School's expenditure per pupil should be optimized to promote positive influence to the provision of quality education. Instructional materials should be regularly maintained to ensure that they remain in proper condition.