

**SCHOOL BASED ISSUES INFLUENCING COMPLETION OF EDUCATION AMONG PUBLIC
SECONDARY SCHOOL STUDENTS IN KIPIPIRI DISTRICT, NYANDARUA COUNTY
KENYA.**

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ABSTRACT

The purpose of this study was to investigate the school based factors influencing completion of education among public secondary school students. The objectives were to establish how teaching and learning resources, principals' administrative experience, availability of teachers and school curriculum influence completion of education among public secondary students. This study was guided by choice theory developed by William Glasser in the year 1998. The study targeted 1,860 students, 279 teachers and 31 principals and 31 public secondary schools in Nyandarua District. The researcher used stratified random sampling to select 14 public secondary schools in order to ensure that all the categories (mixed gender, boys only, girls only, day and boarding schools) were included in the study. Census sampling was used to select 14 principals while random sampling was used to select 28 teachers and 182 form 1-4 students. Four students were selected from form 4 class, while the other 9 were selected from form 1-3 classes. Three students were selected from each class. The total sample size was 238 respondents. Questionnaires used for teachers with coefficient of 0.75 while that of students with coefficient of 0.78 and the interview schedule for the principal with coefficient of 0.72 were used for data collection. Reliability analysis was done through doing a test-retest method to student questionnaire and teachers' questionnaire using Pearson's Product Moment's Correlation was used to test reliability. Validity was ensured through discussion with the experts who included supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative methods and then presented in tables and graphs. Data collected was analyzed using Statistical Package for Social Sciences (SPSS). The findings were; availability of teaching and learning resources and school infrastructure influences students' completion, books, size of the classes and recreational facilities, chairs influences students completion rate.

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Students fail to complete their education due to inadequate classrooms. The teaching and learning resources influence completion rate of students to a greater extent. Principal administrative experience influence completion of education among public secondary school students to a great extent negatively. The study on the influence of the availability of teachers on students' completion indicated that teacher's

availability influences completion rate of students to a great extent negatively. The inadequate number of teachers influences the completion rate of the students. The study found out that school curriculum influences completion rate of students to a greater extent negatively. The curriculum sets high expectations for students leading to students' incompleteness. Students are frustrated with the overloaded curriculum. This study can be replicated in other districts in order to give a reflection of the whole country on school-based factors contributing to students' incompleteness of their education. This will ensure better decision making on ways curbing this problem. There should be study to determine the extent to which principals administrative experience influence on learner's completion of secondary education. The curriculum developers should revise the curriculum to be manageable by students. The constant changing of the curriculum should be avoided to ensure stability in its implementation.