INFLUENCE OF SCHOOL BASED FACTORS ON QUALITY OF EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KENYA

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Background

Quality of secondary school education in sub-sahara Africa is notably low as compared to other parts of the world (Veeverspoor, 2008; Lewin, 2008; World Bank, 2007; 2008)
indicators

- Low enrollment
- Low completion rates (only a third of a cohort complete)
- Poor academic performance
Quality of education in developing countries is largely affected by school related factors than socio-economic factors (World Bank 2008)
To what extent do school factors influence quality of education in Kenya?
Objectives

To establish the extent to which school physical facilities influence KCSE mean score in public secondary schools in Kenya.

To find out the extent to which teacher motivation influences KCSE performance in Kenya.
Objectives continued

To establish the extent to which school financial resources influence KCSE mean score in public secondary schools in Kenya

To find out the extent to which teaching and learning resources influence KCSE mean score in public secondary schools in Kenya
**Hypotheses**

There is no significant relationship between school physical facilities and KCSE mean score in public secondary schools in Kenya

- There is no significant relationship between teacher motivation and KCSE mean score in public secondary schools in Kenya
Hypotheses continued
There is no significant relationship between school financial resources and KCSE mean score in public secondary schools in Kenya.
There is no significant relationship between teaching and learning resources and KCSE mean score in public secondary schools in Kenya.
Research Design
Cross sectional research survey design
## Sample size

<table>
<thead>
<tr>
<th>County</th>
<th>Population (N)</th>
<th>Sample (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools Principals Teachers Schools Principals Teachers</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>Kisii</td>
<td>336 336 3072 111 111 131</td>
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</tr>
<tr>
<td>Nairobi</td>
<td>83 83 1554 28 28 66</td>
<td></td>
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<tr>
<td></td>
<td>783 783 8617 260 260 368</td>
<td></td>
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</tbody>
</table>
FINDINGS

Ho1: physical facilities and KCSE mean score-by regression analysis

- \( Y = 2.448 + 1.03x \) physical facilities
- \( P \text{value} = 0.001 \) (i.e. less than 0.05)
- \( R^2 = 0.145 \)
- We reject the null hypothesis
Ho2: teacher motivation and KCSE mean score

- \( Y = 3.38 + 0.621x \) (teacher motivation)
- \( P \text{ value} < 0.001 \) (less than 0.05)
- \( R^2 = 0.065 \)
- We reject the null hypothesis
HO3: teacher motivation and KCSE mean score

- $Y = 2.04 + 1.82x$ \hspace{1cm} \text{school financial resources}
- $P\text{value}=0.001$ (less than 0.05)
- $R^2 = 0.111$
- We reject the null hypothesis
Ho4: Teaching and learning resources and KCSE mean score

- $Y = 2.631 + 0.836 \times X$ teaching and learning resources
- $P$ value $< 0.001$ (less than 0.05)
- $R^2 = 0.115$
- We reject the null hypothesis
CONCLUSION

• Physical facilities predict KCSE mean score at 14.5 percent
• Teacher motivation predict KCSE mean score at 6.5 percent
• School financial resources predict KCSE mean score at 11.1 percent
• Teaching and learning resources predict KCSE mean score at 11.5 percent
Recommendations

The government to fully take up responsibility of providing school physical facilities

Structured teacher motivation incentives system by TSC

Increased secondary school financial allocations (including boarding)