

**HOMEBASED FACTORS INFLUENCING INTERNAL EFFICIENCY IN
PUBLIC PRIMARY SCHOOLS IN GUCHA DISTRICT, KENYA**

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Degree of Master of Education in Economics of Education**

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DECLARATION

This research project is my original work and has not been presented for a Degree in any other University.

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DEDICATION

This research is dedicated to my husband Evans, my children, Bernadatte, Splancer, Newton, Chillion, Perpetual, and Bildad. My parents, Mr. and Mrs. Ongoto whose prayers and encouragement never ceased.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi Arid Lands
CRD	Centre for Research and Development
FPE	Free Primary Education
GDP	Gross domestic product
GER	Gross enrolment ratio
GOK	Government of Kenya
MDG	Millennium development goals
MOE	Ministry of Education
MOEST	Ministry of education science and technology
NER	Net enrolment ratio
SAPS	Structural adjustment programs
UIS	UNESCO Institute of Statistics
UNICEF	United Nations International Children Education Fund
UPE	Universal primary education

ABSTRACT

Kenya government has noted that there is internal inefficiency especially in the primary section despite heavy investment in the primary education. The district was witnessing problems of declining gross enrolment rates, high wastage as a result of absenteeism, repetition and dropout rates. This has triggered debate over the causes of internal inefficiency. Thus there is need to investigate home based factors influencing internal efficiency in public primary schools. Therefore this study has investigated on the factors that influence internal efficiency in public primary schools in Gucha District. The objectives of the study were to establish whether household duties and child labour influence pupils' performance in primary examinations, to determine how parents' level of education influence pupils' completion rate, to assess whether family structure and stability influence pupils' absenteeism in primary schools and to establish the influence of family level of income on pupils' dropout and access to primary education. The study used the descriptive survey design and purposive sampling techniques to select the schools and simple random sampling used to select class teachers and pupils involved in the study. A total of 12 public primary schools were selected for the study. The researcher used all the 12 head teachers from the 12 selected public primary schools, 2 class teachers in each school making a total of 24 class teachers and 12 pupils from each school making a total of 144 pupils.

The researcher used the research instruments that were two different questionnaires for teachers (head teachers and class teachers) and pupils. Two schools were randomly selected for the pilot study. The researcher used the test re-test method which required only one testing session to determine the reliability of the instruments. Data was analyzed using statistical package for social sciences (SPSS) program and presented in tables, frequencies, percentages and charts. The analysis revealed several home based factors influencing internal efficiency in the provision of primary education in Gucha District. These factors are parental poverty levels, parental level of education, family structure and stability and household duties and child labor. The study found out that case of dropouts, absenteeism, repetition and poor performance are common in the district. The study found out that case of dropouts, absenteeism, repetition and poor performance are common in the district. Based on the findings the researcher recommended that the minister of education should enforce law against repetition to allow smooth transition, there is need to sensitize the community on the importance of education so that parents can develop positive attitudes towards education in order to send their children to school and poverty alleviation measures to be established in the society so as to enable more families get higher income. The suggestions for the study include; the need to replicate this study in other districts of the country, to carry out a similar study in private primary schools so as to scrutinize their internal efficiency and finally a similar study should be conducted incorporating parents and SMC members since they are determinants of a school's internal efficiency.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is a fundamental right of every person (World Education Forum, 2000). It's through education that one is able to develop economically, socially and spiritually by acquiring desired knowledge, skills and attitude. Countries and governments of the world have therefore strived to provide education to all of their citizens. Hence formal education has become the greatest consumer of revenue. Malawi for example, allocated 4.2% of its gross domestic product (GDP) towards public education expenditure in 2007 (Sabates, 2010), France allocated 5.58% in 2008 (World Bank, 2010) and Kenya 6.18% in 2009. Education reforms efforts, especially in less developed countries have aimed at making education an effective tool for national development.

Education systems in many countries exhibit high levels of inefficiency (Chiuri and Kiumi, 2005). Mbiti (2007) defines efficiency as an appropriate, timely and prudent utilization of available resources in achieving desired results. A system is said to be internally efficient if the inputs and efforts channeled to it give the expected output (Chiuri and Kiumi, 2005). According to Chiuri and Kiumi, levels of inefficiencies are evidenced by poor performance in national examinations, high repetition and dropout rates, absenteeism and low retention, competition and enrollment rates.

According to Kenya Institute of Public Policy Research and Analysis (2003), the high cost of education and household poverty levels often pushes the students to do menial jobs to supplement the meager family income. Bray (2001) argued that user fees in primary education are pervasive and a serious obstacle to enrollment and completion rate for millions of children around the world.

According to Maicibi (2005) a good environment should be provided by the home if our children in school must learn, if the administration must be successful and if the school must develop. Maani (2009) observes that students' success at school is closely related to their home backgrounds. Maku (2005) observes that home based factors such as the size of the household, income of parents, education level of parents and type and level of interaction between parents and children with regard to school work affect internal efficiency.

Studies by Chimombo (2005) in Malawi on basic education in developing countries reveal that the necessity in children to engage in tasks that support household survival limits school performance. This is especially in the rural and urban squatter groups. In Kenya children from poor family settings combine schooling and other activities such as household chores, farm work, work outside homes and family business (Moyi, 2011). Moyi (2011) points out that most of the children who work and attend school may be at a disadvantage because this constitutes educational inequality. Studies have shown that children in Kenya are

engaged in domestic chores often to the detriment of their education (kadenyi and Kamunyu, 2006)

Ministry of Education (2010) showed that parents with professional qualifications ensure that children remain in school. Education level of the household members is influential in determining whether and for how long children access schooling. Ersado (2005), talks of the widely accepted notion that parental education is the most consistence determinant of the child's education and employment decisions. Higher levels of parents education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth, 2005; Hunter and May, 2003).

The U.S center for marriage and family released a study in November 2005 that shows broken family structures consistently lead to education difficulties for children (Schultz, 2006). The report found that children from non – intact families have significantly high rates of difficulty with all levels of education. Research indicates that children exposed to domestic violence are at an increased risk of being neglected. One of the impacts is that such children develop cognitive and attitudinal problems (Child Welfare Information Gateway, 2009)

Household income is an important factor in determining access to education (Cardoso, 2007). Poor economic growth in Kenya has led to persistent poverty among Kenyan households. Majority of Kenyans live below the poverty line and are therefore unable to access basic services like food, shelter, health and

education (Republic of Kenya, 2002). Although the government of Kenya has subsidized primary education to a tune of ksh 1020 for each child per year, there are direct and indirect costs met by parents. This affects the enrolment of pupils in primary schools particularly in rural areas. Majority of rural households depend on agricultural produce to obtain income to meet the costs of schools. Students are locked out if they cannot meet the direct and indirect costs of education (Mukudi, 2004). Household income is seen as a determiner of children and is linked to a range of factors, when children start school, how often they attend, whether they have to temporarily withdraw and they have to drop.

Globally the quest for education for all (EFA) begun with the universal declaration of human rights adopted in 1948 that declared education as a human right. It aimed at ensuring that elementary education was made freely and compulsorily available for all children in all nations. This was affirmed again in the bill of human rights in the 1970s (EFA global monitoring report 2005).

The Kenyan government's policy on primary education was to achieve universal primary education (UPE) by 2005, which is a key strategy towards attaining the overall EFA goals by 2015. This brought about the introduction of free primary education (FPE) in January 2003 sessional paper No. 1 (Republic of Kenya, 2005) which resulted in an increased enrolment of pupils. The aim of FPE program was to provide more school opportunities, especially to the poor communities. The argument was that payment of school fees tended to prevent a large proportion of

the children from attending school (Center for Research and Development, 2004). However Mukudi (2004) indicated that in spite of the government's implementation of the new policy of free primary education, children of school going age continue to be denied access and participation.

According to EFA global monitoring report (2012), there has been much progress in the implementation of the declaration in many countries all over the world. However the report states that millions of children, youth and adults still lack access to good quality education and the benefits it brings. The GER for developed countries is close to 100% while those of developing economies especially Africa is lower than 50%.

Economic survey (2012) indicated that in Kenya enrollment in primary schools rose by 5.3% from 9.4 million in 2010 to 9.9 million in 2011. Sabates (2010) reports that children are starting primary school in greater numbers than ever before but drop-out rates are significant and this leads to low levels of primary school completion. The pupil completion rates (PCR) declined from 76.8% in 2010 to 74.6 in 2011. The decline in PCR could be attributed to dropouts and repetition occasioned by the class performance and socio-economic factors such as poverty, child labor, family structure and stability (Economic Survey, 2011).

United Nations summit (2010) indicates that in sub-Saharan Africa, more than 30% of primary school pupils drop out before reaching the final grade. Bruneforth (2006) reports that more than half of all children aged 10 to 19 who had already

left primary school did so without completion in Burkina Faso, Ethiopia, Kenya, Mali and Mozambique. A survey by the Kenya national Bureau of Statistics (2010) revealed that the overall prevalence of pupils' dropout was 41% with boys being 37% and girls 43.3%. Special attention should be paid therefore, to the analysis of internal efficiency of education system which reflects dynamics of different event over the school cycle for example promotion to subsequent grade repetition of grade, dropout or graduation.

This dropout and repetition are elements of wastage of the scarce resources allocated to the primary subsector and they negatively impact on the completion rates. An ideal situation would imply that all those pupils who enroll in class 1 complete class eight after eight years of primary education after which they graduate to join secondary level. The low completion rates, high dropout and repetition rates lead to waste of human resources in terms of teachers and students' time and also increase in education costs (World Bank, 2010). Though a lot of emphasis is placed on the efficient utilization of school inputs, the link between inputs and outputs of an educational system makes the equation complete (Blaug, 1970). Therefore there is an urgent need for educational managers in Kenya to focus on ways of producing qualified primary school graduates at a minimum cost, maximizing output and efficiently utilizing the various inputs. To attain this, it is important to establish the level of internal efficiency in order to come up with remedies of arresting internal inefficiency.

1.2 Statement of the problem

The government of Kenya recognizes the strategic importance of the overall education level of Kenyans within the context of poverty reduction and economic growth. Education can reduce social and economic inequality by reducing poverty, achieving the desired economic growth, creating more employment and guarantee sustainable development for Kenyans now and in future (session paper 2004). In a bid to expand access to primary education the government of Kenya eliminated school fees by increasing its public expenditure in education to 27.43% in 2003 under the introduction of FPE with an aim of maintaining high enrollment rates (EMIS, MOE 2007).

This policy option cannot assure or guarantee high levels of efficiency as there exists many other variables other than fees that do influence levels of efficiency (Colcough 2003). Raja and Burret 2004 stated that there is a serious absence of current literature examining the possible causes of internal inefficiency among countries that have not achieved universal primary education (UPE). It is also not in order to assume that high public expenditure in education increased the rate of internal efficiency of primary schools. This is clearly indicated in data (MOEST 2005) that reveals high rates of repetition and dropout in some districts including Gucha district even after the implementation of the FPE program. According to Chiuri and Kiumi 2005, poor performance in national examination and high rates of repetition and dropouts are evidence of internal inefficiency of an education

system. Hence the researcher was interested in finding out the home based factors responsible for high dropout rates, absenteeism, repetition and poor performance in national examinations in Gucha district.

1.3 Purpose of the study

The purpose of this study was to investigate the home based factors influencing internal efficiency in public primary schools in Gucha district Kenya.

1.4 Objectives of the study

The following objectives guided the study:

- i. To establish whether household duties and child labor influence pupils' performance in primary examinations.
- ii. To determine how parents' level of education influence pupils' completion rate.
- iii. To assess whether family structure and stability influence pupils' absenteeism in primary schools.
- iv. To establish the influence of family level of income on pupils' dropout and access to primary education.

1.5 Research questions

The research was guided by the following questions

- i. To what extent do household duties and child labor influence the performance in national examinations?
- ii. To what extent is completion rate influenced by parents' level of education.
- iii. To what extent do family structure and stability influence absenteeism in primary schools.
- iv. How does the family level of income influence pupils' dropout and access to primary education?

1.6 Significance of the study

The findings of the study provided information on various factors that affect internal efficiency of public primary schools, information which can be useful to the planners and policy makers, education managers and providers on proper policies that would allow access, retention and completion of primary education by all social economic groups in Kenya. The information gathered can be used to educate parents and communities on the importance of education in breaking the vicious cycle of poverty so that they can actively participate in provision of educational facilities.

1.7 Delimitations of the study

The study was conducted to selected public primary schools in Gucha District. The findings would therefore not be generalized to other parts of the country and

that the findings may not apply to all public primary schools or to private schools in other parts of the country. The study restricted itself to responses from head teachers, class teachers and pupils who were readily available to respond to the questionnaires leaving out others who may have vital information but were not sampled for the study.

1.8 Limitations of the study

The study was limited to public primary schools in Gucha District hence private schools were excluded an implication that results from this study can only be generalized to public schools yet education is offered by both the private and public sectors of education. In addition, generalization should be carried out with a lot of caution since the focus and study was on one district among the many districts in the county.

1.9 Assumptions of the study

In the course of the study the following assumptions were held;

- Schooling years are a measure of learning and an indicator of internal efficiency
- The views of pupils and teachers would adequately represent those that the researcher could acquire from the parents and pupils who dropped out.

1.10 Organization of the study

The study is organized into five chapters. Chapter one comprises the introduction. This presents the background of the study, statement of the problem, purpose of the study, limitations of the study, delimitations, and assumptions of the study, definition of significant terms and organization of the study. The second chapter of the study includes the review of the related literature which is organized into sub-themes and also captured the conceptual framework. The third chapter of the study presents the research methodology. It contains the research design, target population, sampling techniques, the research instruments, the data collection procedures and data analysis techniques. Chapter four dwells on the results and discussion of the findings while chapter five covers the summary, conclusions and recommendations.

1.10 Definition of significant terms

Dropout refers to the student who leaves school at a non terminal point in the cycle of the course.

Gross enrolment rate refers to the total enrolment in a given cycle of education in spite of age, expressed as a percentage of the total population of the age group which corresponds with the duration to the given cycle of schooling.

Home based factors refer to factors emanating from the family background

that affect learners' schooling.

Internal efficiency refers to progression of pupils from the time of enrolment to the time of graduation without being inhibited by any factors.

Influence refers to the effect that the home environment has on learning process of the pupils.

Pupil background refers to the environment in which a child finds himself or herself in.

Repetition refers to stalemate of a pupil in the same grade for more than one academic year

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the problem to be investigated. In this chapter the research focuses on a number of concepts namely:

- the importance of investing in human capital, efficiency in the education system under various indicators e.g. enrolments, dropouts, repetition, retention, and completion rates, factors that influence internal efficiency of the education system.

2.2 Importance of investing in human capital

Investment in education contributes to economic development and raises the income of the poor and it provides the means of developing the knowledge skills and productive capacities of the labor force. Such a strong relationship between education and economic development has been given a lot of emphasis; for instance, Plato stipulated that general education is indispensable to the economic health of a good society. Marshal also in support of investment in education asserted that most valuables of all capital are that invested in human beings. Similar sentiments came from Lockheed (1980) when he measured the relationship between farmers' educational attainment and their agricultural efficiency in developing countries and found out those farmers with four years of

elementary education recorded productivity of 89.7% higher than farmers with no education

Hyde (1995) termed education as a means of facilitating change in attitude which in turn enhanced productivity and Todaro (1997) concurs by asserting that human beings are the active agents who accumulate capital ,knowledge , exploit natural resources built social economic and political organizations, and carry forward national development. Thus, education is part and parcel of individual and national development. The government of Kenya recognizes education as a major agent of economic, political and social development. This recognition is seen in the government's commitment to provide education, for example in 2003 the government introduced free primary education.

2.3 Efficiency in education

Efficiency of an education system refer to the intrinsic ability to educate the greatest number of students who have entered the system in a given year in the shortest time and with the least use of financial and human resources (UNESCO,2008). Internal efficiency deals with the relationship between various inputs and outputs within the education system or within the individual institutions. An education system is said to be efficient if maximum output is obtained from a given input or a combination of various inputs. The government, parents, donor agencies, and non-governmental organizations all recognize that major strides have been made in education in quantitative terms but regret that

there are still shortcomings in the education systems which include low GER, low completion rates, and high dropout rates.

2.3.1 Enrolment rate

Enrollment rates will reflect access to primary education. The rates in 2007 were 94.1% for boys and 89.0% for girls giving a national average of 91.6% while that of Gucha district was 73.7% for boys and 73.9% for girls an average of 73.8% (EMIS, MOE 2007). One of the goals of the MOE is to attain 100% transition rate.

This enrollment rate is largely determined by the number of available places and the willingness of parents to enroll their children. Eshiwani(1990) notes that Kenya's population growth is one of the highest in the world and that one of the major problems facing the government is meeting social demand for education. To enhance transition the government encourages private sector participation in the provision of primary education. In Kenya, primary school enrollment have been rising from 80.8% in 2003 to 91.6% in 2007 but whereas the figures reflect that much has been achieved, the NER has been declining in Gucha District where in 2003 it was 98.1% to 73.8% in 2007 below the national average (EMIS, MOE 2007).

2.3.2 Drop outs and internal efficiency

Drop outs refer to those pupils who leave the education system before completing the education cycle. It is a wastage of resources for the education system invests for the years of study which do not yield the expected results (UNESCO,2005).According to Todaro (1989) one of the major educational problems of developing nations is the very high percentage of pupils who drop out before completing a particular cycle. Any education system aims to have pupils complete the full primary cycle before either joining secondary schools or joining the world of work (Nduku, 2003; Ngotho, 2003; Mutuma, 2005).

When it is apparent that a big number of children drop out of school before completing the cycle, this becomes a major problem because: firstly, children who drop out are pushed out of the education system and prematurely flow into the free world without the necessary skills and qualifications. When they join their unemployed colleagues, they soon lose the little literacy they had acquired. Secondly, each child that leaves school prematurely leads to economic loss to the government and parents. Thirdly, a child with little education finds it difficult to move upwards along the social ladder. Lastly, school dropouts indulge in antisocial activities such as crime, prostitution, drug and substance abuse and frustrations may lead some into suicide. School dropouts thus create problems for themselves and the society at large (Mathenge, 1996). For example, in Kenya the number of boys who reached standard five was 620.7 thousand in 2011 compared

to 667.9 thousand who joined standard one in 2007, a drop of 7.7%. Similarly the number of girls dropped by 3.3% from 644.2 thousand in 2007 to 622.9 thousand in 2011 (Economic survey, 2012). Whereas in Gucha the number of pupils who reached class four was 2614 in 2012 compared to 3328 who joined class one in 2009, a drop of 21.45% (DEO'S office Gucha).

2.3.3 Repetition and internal efficiency

Class repetition occurs when students begin a new school year in the same class as the previous year instead of moving to a higher class. UNESCO (2006), in their education policy series, explains that class repetition takes five major forms depending on the source and reasons for decisions to repeat. When repetition occurs because of decisions made by students, or their families, it is usually voluntary and undertaken willingly because it is viewed as serving the student's best interests. However, school imposed class repetition has negative effects on learner achievement and is sometimes associated with social adjustment problems and increased likelihood of school dropout. NCES, (2009) reports that grade repetition is the major cause of school dropouts in all the education systems that still practice it. This practice of class repetition is an issue of concern all over the world. The issue is often debated in comparison to the policy of social promotion which aims to suspend class repetition in an effort to provide opportunities for students to improve their standards of living by acquiring education through a more egalitarian distribution of educational opportunities (World Bank, 2010).

A study conducted by UNESCO (1977) on repetition in developing countries found out that repeaters constitute about 15% of the total enrolment in primary education in Latin America, 15% in Africa and 18% in south Asia. The implications of such repetition are wastage of educational resources especially financial and human resources. Lockheed (1991) cautioned that in order to achieve internal efficiency such wastage need to be minimized. Repetition can lead to dropping out of the education system. Matuku (2007) while citing Schreiber (1964) argues that those pupils who fail and are made to repeat a grade are likely to and subsequently do drop out of school (p.12). According to the UNESCO (2008) report many pupils drop out of school rather than repeat grades. The report further states that average children are more likely to repeat grades and eventually drop out. It cites sub-Saharan Africa as having the highest repetition rates as compared to other developing countries. Namanga (2005) noted that repetition in Bumula division of Bungoma district was higher in class seven because few pupils were admitted in standard eight in an attempt to increase the class mean standard score. Mingat and sosale (2000) pointed out that dropping out is not an instance decision but emanates from other factors like repetition and absenteeism.

2.3.4 Retention and completion rates

For an education system to record high survival rates it calls for a collective responsibility between the children, parents, communities, local government and

international agencies. This is because no one individual or one government can ensure that all children enjoy their right to quality education. UNICEF (2004) stipulated that collective responsibility of similar magnitude should be displayed in primary education systems to ensure that they experience high survival rates. The ideal average number of years per successful completer should be equal to the duration of the school cycle. In the case of primary education cycle a successful graduate should take 8 years to complete primary education. This can only be achieved if the various inputs in the education system are efficiently and maximally utilized to produce maximum output.

2.4 Factors influencing internal efficiency in primary schools.

According to Abagi and Odipo (2007), the constituents of efficiency in education include repetition, dropout, retention and examination results. There are several factors that affect internal efficiency in primary schools such as poverty levels, parents' level of income, parents' level of education, household chores and child labor, and family structure and stability.

2.4.1 Parents' level of education and internal efficiency

According to UNICEF (2004), children of educated parents are much more likely to go to school and the more schooling the parents have received the more probable it is that they would benefit from education. The report said that if educated girls became mothers, they are likely to send their children to school,

thereby passing on and multiplying benefits both for themselves and society in a positive integrated manner.

According to USAID (1999 – 2004) in Guatemala, the national statistics shows that 75% of rural indigenous women were illiterate and only one out of three rural indigenous children went to school. Fewer than two of every ten rural indigenous children who enter primary school complete sixth grade. The report further notes that, increased community participation in educational decision making process, promoting women leadership and parent participation in school committees led to increased retention and promotion from 51% to 66%.

2.4.2 Household duties and child labor and internal efficiency

UNICEF conducted a survey on households in 25 sub-Saharan countries and found that 31% of children aged between 5-14 years were engaged in a form of child labor. A large number of children estimated to be 75 million in sub-Saharan Africa are out of school and about 165 million all over the world are working as child laborers (Elimu news, 2010). Abagi and Odipo (2007) observe that as poverty levels rises child labor has become crucial for family survival. Household chores often affect girls' opportunities to learn by taking away valuable time that they would spend on their education (UNICEF, 2007). According to UNICEF (2004) labor participation by persons below the age of 15 is not only widespread but also escalating at an acceptable rate.

Mbiti (2007) alludes that there are major reasons that lead to pupils' withdrawal from the educational system. One of them is the greater demand made on pupils by their families in connection with household duties. This consumes the time of the learners, can lead to absenteeism and also truancy and eventually all these impact on their education and internal efficiency. Raju (1973) observed that poor families who cannot afford labor withdraw their children from school to work on their family farm or look after cattle. Nderitu (1987) found out that children from poor families reach school late as most of the time is engaged in domestic chores. This was collaborated by Kiriikua (2010) who argues that in Kenyan rural areas, pupils are expected to do some work after and before going to school.

As the government continues to deal with education concerns in some rural areas of the country, the introduction of the lucrative motor cycle business has to a great extent affected access and retention of boys in schools. Many boys are lured out of school to engage in the business (republic of Kenya, 2010). In Gucha south district, there are increasing cases of child labor among children dropping out of school to provide cheap labor at Tabaka soapstone mines (education news, 2009). Girls miss school or time for homework due to household chores (UNDP 2001). Many children in ASAL regions where majority of the parents are economically disadvantaged are lured out of school to engage in income generating activities. In Gucha district such children will be found working as house helps, brick makers, boda boda operators, tea pickers and jaggery making.

2.4.3 Parents level of income and internal efficiency

The income level is usually determined by the type of occupation. Household income is an important factor in determining access to education. This follows since schooling attracts a range of costs, both direct and hidden. It is seen as a determiner of children and is linked to a range of factors, when children start school, how often they attend, whether they have been temporarily withdrawn and when they have to drop out. In United States research shows that poor students are twice as likely as there are more affluent counterparts to repeat a grade, to be suspended or drop out of school. This highlights the link between household income and how it interacts with dropping out from school. Cardoso (2007) while describing exclusions rather than dropouts, paints poverty as the most common and contributory reason for students to be out of school. Hunter and May (2003) call poverty “a plausible explanation of school disruption.”

Low income is a function of poverty. The level of the family income is one of the most powerful influences on demand, retention and completion of education (psacharopolus 1985). Parents especially the poor parents withdraw their children from school when faced with increased demand on household incomes. According to Mbai (2004) UNESCO, poverty level in Kenya have been increased over the time with 52% of the population living below poverty level the higher the number of drop outs. Poor families tend to give priority to essential needs such as food and shelter. Dropout of pupils from school have been attributed to

low income of groups of parents, learner steps in to boost family income. This absence from school or drop out studies reveal that drop out due to lack of school levies is 75% , unsuitable conditions at home 83% and work on farms 54.17%. coombs and cooley (1968) indicate that social-economic background more than any other factors influence efficiency in schools.

In a study conducted in 6 districts in Kenya i.e. Nairobi, Kajiado, Kiambu, Kilifi, Busia and Siaya, it was noted that patterns of promotion, repetition, dropout and transfer rates closely followed variations in economic development of each study area site (Bali, 1970). The most developed district had least wastage rates for both sexes. Research also indicated that children from low social economic status households and communities develop academic skills more slowly compared to children from higher social economic status groups (Morgan, Farkas, Hillemier and Maczuga, 2009). Initial academic skills are correlated with the home environments, where low literacy environments and chronic stress negatively affect a child's pre-academic skills.

2.4.4 Family structure and stability and internal efficiency

The home is a very important institution. In the home, the child is provided with security or denied it. Here, emotional needs are satisfied, denied or strived, waywardness corrected or neglected, the child is cherished with erective discipline or spoiled, standards are learned and values slowly cherished or appreciated. The teacher soon knows what has happened at home. It is apparent

that this informal agency of education which includes the church and the home in the absence of the parent is now failing to satisfy the increasing educational requirements of complex society and thus losing hold on the child (Aggarwal, 1992).

According to Bavaro (2008), there are factors within pupils' families which influence their education. Bavaro further says that pupils living with both parents have lower dropout rates and graduation rates compared to pupils living in other family arrangements. Shittu (2004) found out that poor parental care with gross deprivation of social economic needs can contribute towards poor performance. Such a situation may arise as a result of divorce, death or separation. Domestic violence is a devastating social problem that impacts every segment of the population. Research indicates that children exposed to domestic violence are at an increased risk of being neglected. One of the impacts is that such children develop cognitive and attitudinal problems (Child Welfare information Gateway, 2009). These translate to lower cognitive functioning, poor school performance, limited problem solving skills and pro – violence attitudes. Children from unstable families are susceptible to behaviors which could undermine their performance in schools (Bavaro 2008).

Children witnessing violence in their homes suffer serious cognitive, behavioral, emotional and developmental impairments which significantly alter their lives (Jaffe, 1990). In addition school aged children who have witnessed domestic

violence are prone to poor academic performance, constant fighting with peers, and rebellion against adult authority (National Center on Women and Family Law 1994). In Oregon 68% of juvenile offenders in treatment programs had witnessed the abuse of their mother and/or were subjected to abuse themselves (Rhodes and Parker, 1981). Study shows that in 50 – 70% of the cases in which a parent abuses another parent, children are physically abused as well (Bowker, 1988). Some parents do not encourage their children to work hard in school and some families are headed by children. This is a situation which can not inspire the children to work hard in primary school. In some homes, it is an establishment that the highest education attainment is primary education.

2.5 Summary of the literature review

This chapter has reviewed literature on internal efficiency phenomenon. Three areas related to the subject content have been discussed. This include importance in investing in human capital; scope of internal efficiency such as enrolment rate, dropouts, repetition, retention and completion rates; and factors influencing internal efficiency (parents' level of income, parents level of education, household duties and child labor and family structure and stability). Looking at the completion rates, less than a half of pupils who enroll in primary school complete the entire cycle. Two determinants of low completion rates identified are high dropout rates and increased repetitions among pupils. Low primary completion rates and low pupil achievement are identified as the most visible signs of

inefficient education systems. In Kenya, most studies on internal efficiency have been carried out in areas like Makuu, Meru, Bungoma and Yatta but in Gucha district there is limited research on this area. This made this study crucial.

2.6 Theoretical framework

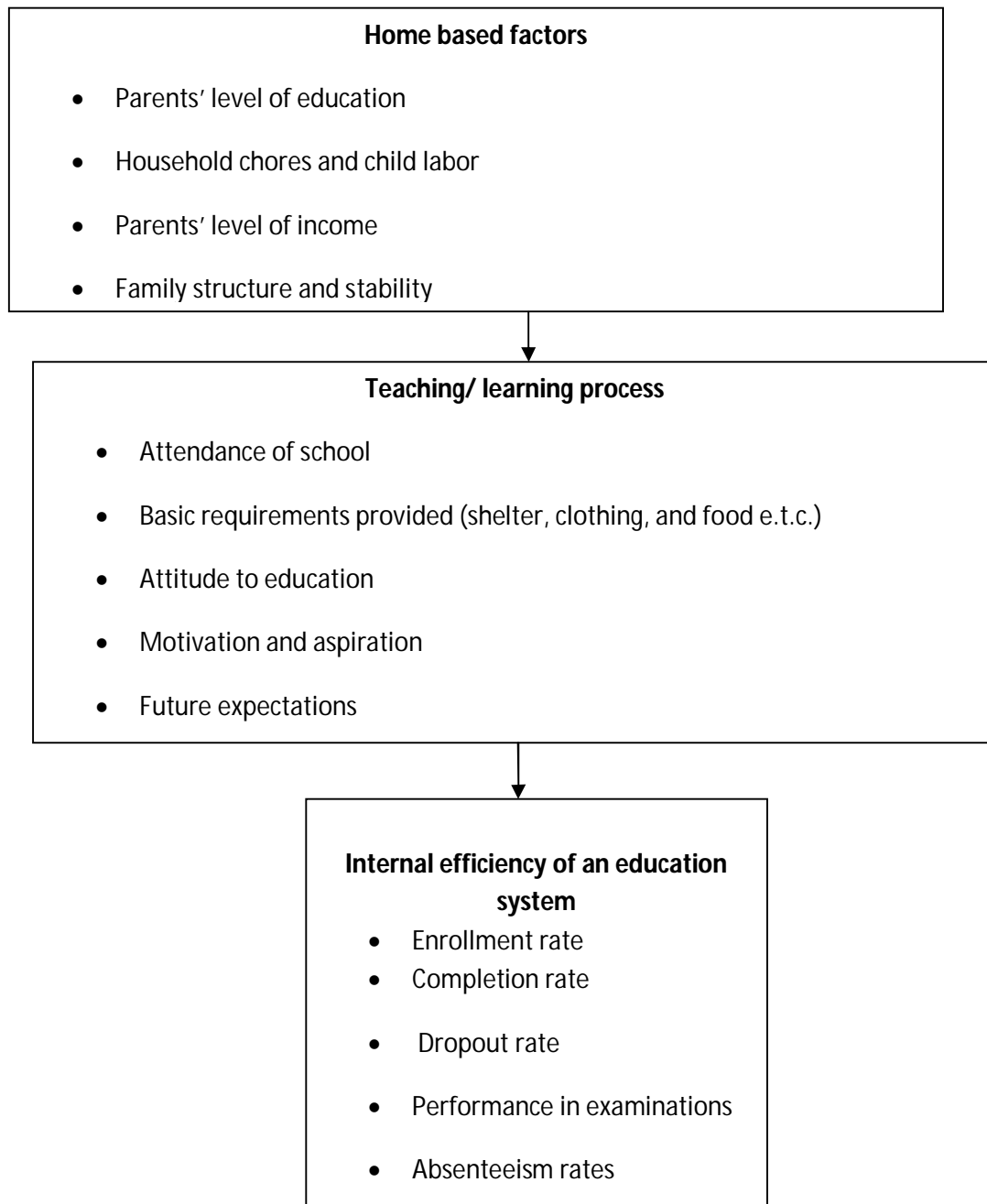
The study embraced human capital theory developed by Schultz in 1960. Based upon the work of Schultz (2006), Psacharopoulos and Woodhall(2002), human capital theory rest on the assumption that formal education is highly instrumental and necessary to improve the production capacity of a population. Human capital theorists argue that an educated population is a productive population emphasizing how education increases productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital.

On the basis of this theory, this study sought to establish the home based factors influencing internal efficiency in the provision of primary school education. The theory guides this study because it provides a basis for considering home based factors which promote education in the country for sufficient and efficient human capital availability. An educated population is a productive population and hence there is need to remove barriers for the population to access education. If home

based factors are managed, they will lead to enhanced enrolments, retention, low dropouts and increased completion rates.

2.7 Conceptual framework of the study

Figure 2.1: conceptual framework on the inter-relationship between variables



According to Mbwesa (2006) conceptual framework is a hypothesized model showing the variables under study as conceptualized by the researcher. The independent variables represent the home based factors which influences the internal efficiency in schools. These include household duties and child labour, family structure and stability, parental level of education and poverty levels. All these factors influence enrolment rates, dropout rates, repetition rates, absenteeism levels and graduation rate. If they lead to high level of enrolment and achievement, high rate of graduation and low rates of dropout, repetition and absenteeism, they impact positively on efficiency in the school system. If they lead to low enrolment and achievement levels, high dropout, absenteeism, repetition rates and low graduation rates, the system will be internally inefficient. However, an efficient system can become inefficient if its operations are compromised by home based factors while inefficient system by putting in place policies and measures geared towards addressing the factors contributing to internal inefficiency.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in the study and include; the research design, target population, sample size and sampling procedure, data collecting instruments, data collection procedures and data processing and analysis.

3.2 Research design

In this study, the researcher employed the descriptive survey design. According to Mugenda and Mugenda (2003), surveys can be defined as systematic descriptions of the facts and characteristics of a given population accurately and objectively. It can be extensive and cross-sectional, dealing with a relatively large number of cases at a particular time. It aids in describing the nature of existing conditions, determining the existing relationship between a specific event influencing and affecting a present condition The design is chosen on the rationale that it can be carried out within a short frame of time as it is cross-sectional, it maintains ethics as it doesn't manipulate participant's behavior; it's dynamic as it varies in complexity and scope, and it's open to incorporating different data collection techniques.

3.3 Target population

Target population is defined as the concentrated area of research from which the researcher wishes to obtain research data. In this study the target population was 40 head teachers, 80 class teachers and 1440 pupils in classes 7 and 8 within Gucha district. (DEO's Office Gucha)

3.4 Sample and sampling procedures

Purposive sampling method was used to select class seven and eight pupils from the target school. These were selected because they are well experienced in the school hence able to address issues being investigated in the study. According to Mugenda and Mugenda (2003) a sample of 30% is appropriate in social sciences study therefore, out of 40 schools in the district, 12 schools was the sample selected. 12 head teachers and 24 class teachers per school participated. Simple random techniques will be used to select the specific schools where respondents will be sampled. In addition, the individual pupils in class 7 and 8 in each of the selected school will be sampled using simple random techniques. This eliminated bias since any pupils in class 7 and 8 had an equal chance of being selected in the sample. A sample percentage of 10% was chosen to select 144 pupils translating to 12 pupils in every school participated in the study.

3.5 Research instruments

Research instruments are tools used to gather required data for the study. Kombo and Tromp in (2006) argued that the researcher requires methods that provide

high accuracy, generalizability and explanatory power; with low cost, rapid and minimum management demands and with administrative convenience. To this respect, the researcher collected data from the respondents using two sets of questionnaires (one for head teachers and teachers and the other for pupils) that contained both closed and open ended questions.

A questionnaire would elicit and extract response from the respondents in the process of finding out the variables that influence internal efficiency. In closed ended questions, the respondents were expected to select the item that best suits their situation from a given list of alternatives while the open ended question gave the respondents complete freedom to respond through brief statements or explanation. Likert scale questions were also used to establish perception and attitude of the respondents.

3.6 Validity of the instruments

Three study specialists, one independent and two supervisors with training in education administration, planning and economics checked of the face contents and content validity to determine whether the questionnaire accurately represents the items under study. The final instrument was developed in the light of comments (Mugenda and Mugenda, 2003). The instruments were tested using two schools chosen using simple random sampling from the schools that did not participate in the actual study. Piloting helped in making adjustments and also in establishing the reliability and validity of the research instruments.

3.7 Reliability of the instruments

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Orodho, 2009). To determine reliability of the instrument the test retest was used in this study. This method involved administering the same instrument twice to the group of subjects with a time lapse between the first and the second test of about two weeks. Reliability was calculated using the Pearson's product moment coefficient (r). A coefficient of 0.7 and above would be deemed appropriate for this study as recommended by Koul 1990.

$$r = \frac{N\sum xy - (\sum x)\sum y}{\sqrt{(Nx^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Where, $\sum x$ = sum of scores in x distribution, $\sum y$ = sum of scores in y distribution, $\sum y^2$ = sum of squared scores in y distribution, $\sum x^2$ = sum of squared scores in x distribution, $\sum x y$ = sum of the products of paired x and y score, N = number of paired x and y score, r = coefficient of reliability (Best and Khan, 2006). The study attained a coefficient of 0.8 and was considered appropriate.

3.8 Data collection procedures

A research permit was obtained from the National Council for Science and Technology. The researcher then reported to the District commissioner and District Education Officer, Gucha District for final clearance. The researcher

administered the instruments through drop and pick method whereby the researcher delivered the instruments to the respondents in person and explained the instrument items to them and assure them of the confidentiality of their responses.

3.9 Data analysis techniques

Data analysis refers to the interpretation of collected raw data into useful information (Kombo and Tromp, 2006). Thorough editing of the data has been done. Data collected was analyzed both qualitatively and quantitatively. Qualitatively data analysis considers inferences that were made from opinions of the respondents.

Qualitative data was analyzed by organizing it into categories on the basis of the themes, concepts and similar features. Quantitative data was analyzed using the statistical packages for social sciences (SPSS). The computed data was then analyzed using descriptive statistics. The statistics calculated was included frequencies, tables, percentages and graphs.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, DISCUSSIONS AND PRESENTATION,

4.1 Introduction

This chapter presents the findings of the study on home based factors that influence internal efficiency in public primary schools in Gucha district. The researcher used school head teachers, class teachers and class seven and eight pupils to collect the required data for the study. The collected data was coded and fed into the computer and analyzed using the Statistical Package for Social Sciences SPSS program. Demographic characteristics of the respondents are presented first, and then the findings are presented according to the key research questions.

4.2 Questionnaire return rate

It is the proportion of the questionnaires that are returned to the researcher from the sample that participated in the survey. All the head teachers and teachers returned their questionnaires making a return rate of 100%. Out of 144 pupils, 142 returned the questionnaires constituting 98.6%. The average return rate is therefore 99.3% which the researcher found to be a satisfactory representation of the target population.

4.3 Demographic characteristics of the respondents

Head teachers' background information

The study intended to establish the gender distribution of the head teachers as displayed in Table 4.1

Table 4.1 Head Teachers' Gender Distribution

Response	Frequency	%
Male	10	83
Female	2	17
Total	12	100

From Table 4.1 (83%) of the head teachers are male while their female counterparts constitute only (17%) showing an unfair gender distribution. This indicates that males dominate leadership positions. This concurs with the Koech report (1999) which revealed that gender disparity continued to persist in Kenya. This indicates that gender parity is still a mirage in the district.

The researcher was interested in obtaining information about highest professional qualification and this information is vital in that it gives an indication of how the

head teachers have managed internal efficiency in schools. A question was raised in regard to this aspect and the response statistically illustrated in table 4.2

Table 4.2 professional Qualification of Head Teachers

Qualification	Frequency	%
P1	4	33
Approved teachers	5	42
Diploma teachers	2	17
Bachelor of education	1	8
Total	12	100

From Table 4.2 (33%) of the head teachers are p1 holders, (42%) approved teachers, (17%) are diploma holders while (8%) have bachelor of education hence they are all professionally trained. Thus this study indicates that with their qualifications, they are capable of managing and controlling internal inefficiency in primary schools in Gucha district and therefore failure to sustain primary program cannot be attributed to the head teachers' professional qualification.

The study sought to establish from head teachers their administrative experience in years. The findings are presented in table 4.3.

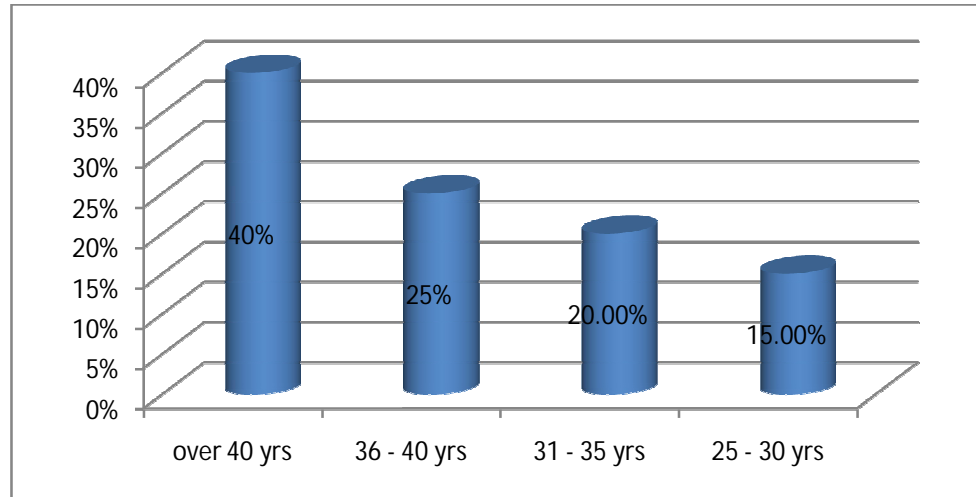
Table 4.3 Head teachers' administrative experience

Years	Frequency	%
Below 10	1	8
11 – 20	6	50
21 – 30	5	42
Total	12	100.0

The findings in Table 4.3, indicate that majority of head teachers (50%) had administrative experience of 11-20 years. This is followed by 42% of head teachers with administrative experience of 21-30 years and lastly 8% of head teachers with administrative experience of less than 10 years. The findings indicate that majority of head teachers have a wide administrative experience which is instrumental for establishing good public relations, mobilizing resources, managing human resources and overseeing the implementation of primary curriculum.

It was noted that it's important to determine the head teachers' age bracket so as to be in a position to understand the trend of internal efficiency in the area.

Figure 4.2 Head teachers' age bracket

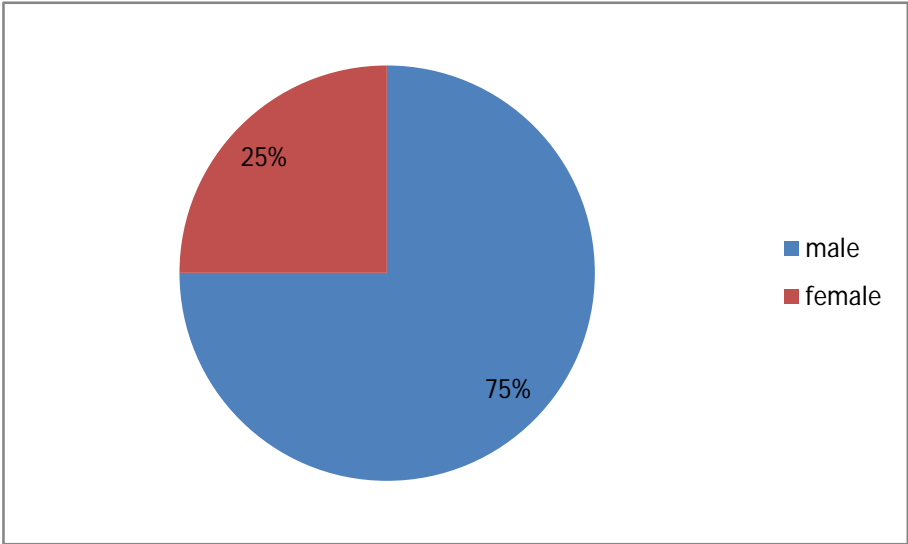


The responses on figure 4.2 show that (40%) of the head teachers in public primary schools in Gucha district are in the age bracket of over 40 years. This is followed by 25% of the head teachers in the age bracket of 36-40 years, and then those in 31-35 years were 20% while in the age bracket of 25-30 years they were 15%. The findings show that experience of teachers determines their promotions as head teachers in public primary schools among other factors. This indicates that implementation of primary program may benefit from the experience of head teachers on areas of planning, co-ordination, organization and control of the activities to ensure efficiency in the schools.

Teachers’ background information

The teacher gender distribution was important to the study so as to see how they cater for the unique needs of either gender therefore the researcher sought to know the distribution of teachers by gender.

Fig 4.3 Teachers’ distribution by gender



Majority of the respondents were male teachers with a percentage of 75 to that of the female with a percentage of 25 indicating an unfair distribution of the respondents in terms of gender.

Teacher respondents were asked to indicate their distribution in terms of age and their responses are elaborated in Table 4.4.

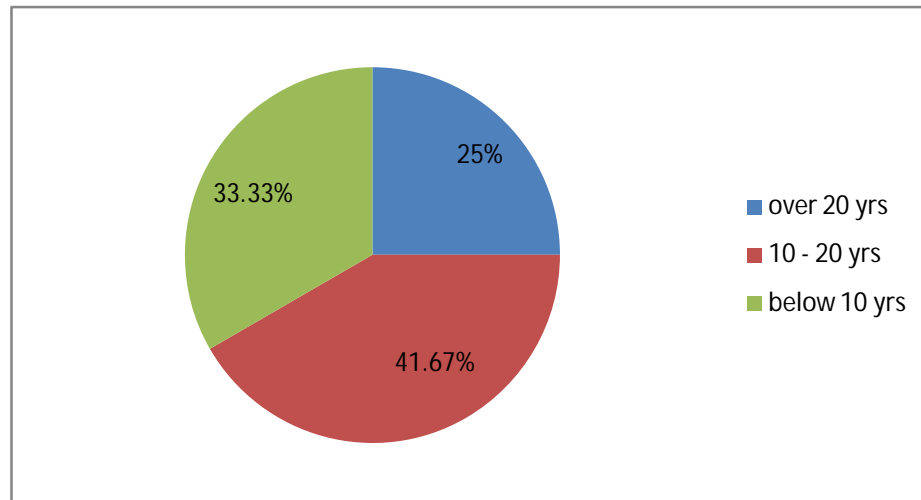
Table 4.4 Teachers' Distribution by age

Teachers' age	frequency	%
Over 41 years	6	25.00
36 – 40 years	10	41.67
31 – 35 years	8	33.33
Total	24	100.0

Majority of the teachers respondents were between 36 – 40 years indicating that data was obtained from the right group of respondents who were aware of the causes of internal inefficiency and would guide and counsel the pupils. The findings show that most of the class teachers are young people. Their age is instrumental to the primary program because they are able to work long with pupils, fresh with current methodologies and other skills of handling pupils. If their knowledge and skills are combined with the right rewards, the program can eventually succeed in meeting its objectives.

Figure 4.4 shows the teachers' period of teaching since they graduated.

Fig 4.4 Teachers' distribution by their teaching experience



From figure 4.4, 41.6% of the teachers had taught for over 20 years, 33.3% had taught for 10-20 years and 25% were below 10 years in the teaching experience. The results show that majority of the teachers had sufficient experience and could therefore positively contribute to the implementation and management of the primary program.

It was important to determine the professional qualification of teachers to determine how they handle the issue of internal efficiency.

Table 4.5 Distribution of teachers by professional qualification

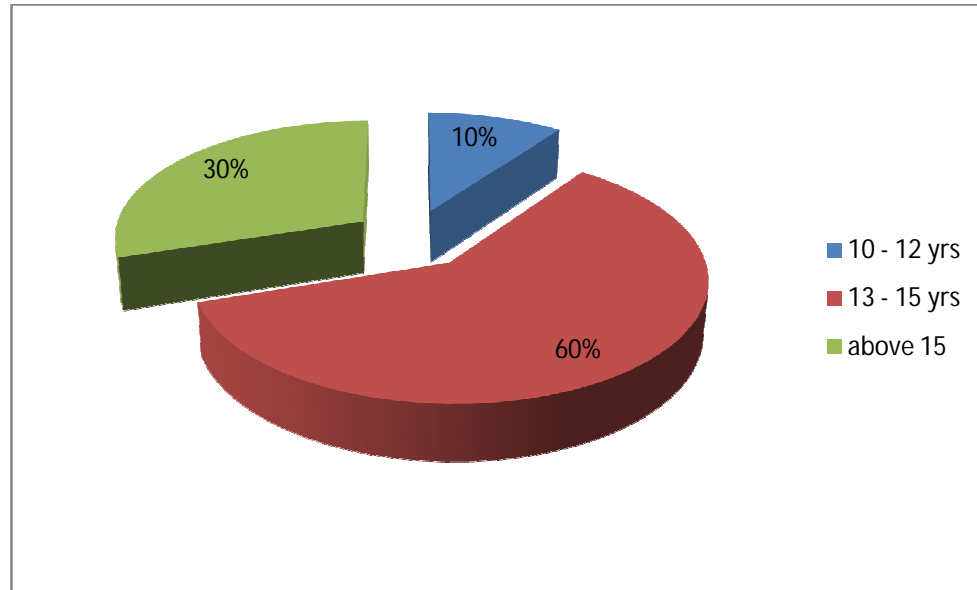
Teachers' qualification	frequency	%
P1	11	45.8
Approved teacher	5	20.83
Diploma teacher	3	12.5
Bachelor of education	5	20.83
Total	24	100.0

From the statistical summary above, all the teachers were trained and qualified. These findings are an indication that majority of class teachers had minimum academic qualifications to handle classes. The findings indicate that classes are headed by people with knowledge and skills which are instrumental in the management and teaching in the schools.

Pupils' background information

The pupils' age distribution was important to the study in that the researcher was able to identify the ages at which students dropped out of school, score low marks or absentee themselves most.

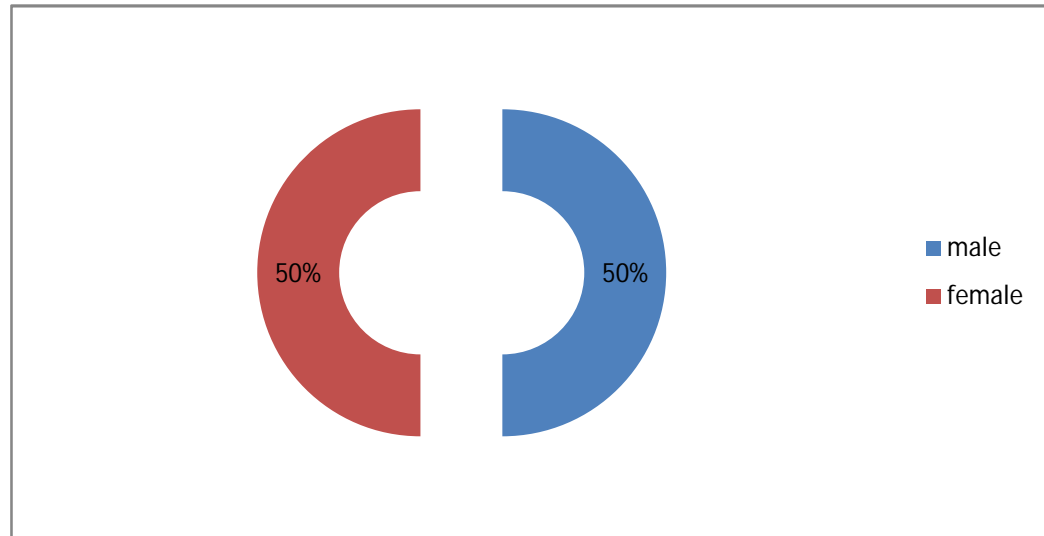
Figure 4.5 Distribution of pupils in terms of age



Most of the children were between the age bracket of 13-15 years implying that they were within the standard age apart from a few who were slightly above the standard age and could influence the rate of school dropout. According to Kenya National Examination Council (Oduor, 16th Aug 2011) stated that children admitted in standard one later than five years fail K.C.P.E, though the recommended age entry is six years. Those who sit for K.C.P.E later than fourteen years score below two hundred marks. These findings agree with UNESCO (2008) which stated that over-age children are more likely to repeat grades and eventually drop out.

The children were asked to state their gender so as to determine the distribution of students in schools within the district.

Figure 4.6 pupils' distribution in terms of gender.



There was gender balance in terms of pupils indicating that the community supported both boys and girls equally to access educational opportunities. A clear indication that gender parity is practiced in the district in line with the MDGs.

The children were asked to indicate the type of parent they live with; this would show the type of families, school absentees and dropouts came from. Their responses were recorded in Table 4.6.

Table 4.6 Children's parent

Parents	frequency	%
Mother	60	42.25
Father	15	10.56
Both parents	45	31.69
Guardians	22	15.50
Total	142	100

From table 4.6, 31.69% of the live with both parents, 42.25% live with only mothers while 10.56% live with their fathers and 15.5% live with relatives a clear indication of lack of proper support from both parents and pupils would easily drop out of school.

4.4 Home based factors on internal efficiency in public primary schools.

The data captured focused on the household chores and child labor, parental level of income, family structure and stability and parents' level of education in relation to internal efficiency.

4.4.1 The influence of household chores and child labor on performance in primary examinations.

Parents with low levels of education were found to engage their children in household chores which compromised their academic performance. The pupils were asked to indicate whether they participated in household chores at home or any work for pay. This aimed at establishing whether household chores and child labor affect their performance in examinations in primary schools in Gucha district. The results are as in figure 4.7

Figure 4.7 pupils' participation in household chores

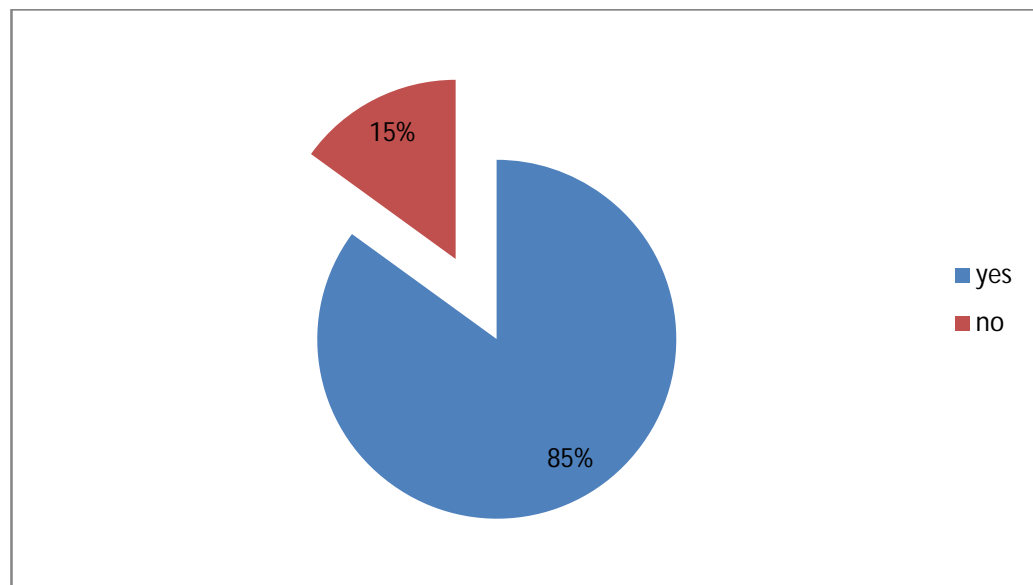


Figure 4.7 indicates that 85% of the pupils are engaged in household chores. The study sought to establish how the household chores affect their studies. The respondents indicated that the household chores affect their studies by making

them absent from school (48%), making them not to concentrate when doing private studies at home (30%) and making them have no time to do private studies at home (22%). Abagi and Odipo (2007) observed that as poverty levels rise, child labor becomes crucial for family survival. Household chores often affect pupils' opportunities to learn by taking away valuable time that they could spend on their education (UNICEF 2007).

When asked to give information on pupils' academic performance in the schools, the head teachers and class teachers gave the responses in the table 4.7.

Table 4.7 Pupils' academic performance in primary schools

Response	Head teachers		Class teachers	
	frequency	%	frequency	%
Excellent	1	8.33	1	4.16
Good	2	16.66	2	8.32
Average	4	33.32	9	37.44
Below average	3	24.99	8	33.28
Poor	2	16.66	4	16.64
Total	12	100.0	24	100.0

From Table 4.7 most of the schools perform averagely and below averagely at 33.32% and 24.99% respectively. The classes are equally performing averagely and below averagely at 37.44% and 33.28% respectively. Overall, therefore, the academic performance in the district is average, an indication that there is internal inefficiency in public primary schools in Gucha district. These study results mimics UNDP (2001) and Glennerster, (2011) who established that the performance of pupils Kenya Certificate of Primary Education (K.C.P.E) has been below average. Poverty levels in the district have forced many children to drop out and because of many cases of absenteeism; the performance in national examinations is below the average.

4.4.2. The influence of parents' level of education on school completion rates.

Parents play an important role as models to their children's lives, this triggered the researcher to investigate how parents' level of education influences pupils' completion rate in public primary schools (objective 2 of the study). The researcher asked the pupils to indicate their parents' level of education and their responses are tabulated in table 4.8.

Table 4.8 Pupils' response on their fathers' level of education

Response	Frequency	%
Never went to school	14	9.86
Primary	64	45.07
Secondary	38	26.76
College	18	12.68
University	4	2.82
No response	2	1.41
Total	142	100

Table 4.8 indicates that most of the pupils (45.07%) stated that their fathers were primary school leavers. The findings are in line with Al – samarai and Peasgood (1998) who argued that primary education of the head or spouse does increase the chances of pupil's school completion.

The researcher also requested the pupils to indicate their mothers' level of education. The findings are as in table 4.9.

Table 4.9. Pupils' response on their mothers' level of education

Responses	Frequency	%
Never went to school	32	22.54
Primary	71	50.00
Secondary	26	18.31
Training college	4	2.82
University	2	1.41
No response	7	4.93
Total	142	100

Table 4.9 shows that half of the pupils (50%) indicated that their mothers were primary school leavers. The findings are in line with the arguments of Hunter and May (2003) that the parents' level of education is associated with increased access to education, higher attendance rates and low dropout rates.

Looking at Table 4.8 and Table 4.9, we realize that the majority of the parents' relationship between the internal efficiency of the primary school education and the education level of their mothers have had little or no education and may not be able to help pupils' complete primary education. This is because children tend to

imitate their parents especially mothers and so aspire to be highly educated as their parents.

Pupils do not only need academic support in school but also at home. Therefore, it is important they are assisted on areas they are weak in when doing their homework. The researcher sought to identify if the parents/guardians assists their children to do their homework. The findings are tabulated Table 4.10:

Table 4.10. Parents/guardians' assistance on pupils homework

Responses	frequency	%
Agree	38	26.76
Disagree	104	73.24
Total	142	100

The majority of the pupils (73.24%) indicated that their parents/guardians did not assist them with their homework. The findings are supported by Pryor and Ampiah (2003) who argued that uneducated parents cannot provide support or often do not appreciate the benefit of schooling. This concurs with the ministry of education (2002) report which showed that parents with professional qualifications ensure that children remain in school. Parents with low level of education have negative attitudes towards education because they do not see

immediate benefits. Again they are not in a position to help their children in areas in academic difficulties which discourage learners making them to drop out.

Further, the researcher asked the teachers to respond to the fact that pupils are out of school due to their parents' level of education. The findings were tabulated as follows:

Table 4.11. Teachers' response on pupils not completing school due to parents' level of education

Response	teachers	
	frequency	%
Agree	18	75
Disagree	6	25
Total	24	100

From table 4.11, the majority of teachers (75%) felt that the parents' level of education contributed to pupils not completing school. The findings are consistent with Ersado (2005) who pointed out that parents' education is the most consistent determinant of the child's education.

The researchers requested the teachers to explain why they thought that pupils' dropping out was attributed to their parents' low level of education. The findings are tabulated in table 4.12.

Table 4.12. Reasons cited by class teachers on pupils not completing school due to their parents' levels of education.

Response	Class teachers	
	frequency	%
Family's level of poverty	7	29.17
Negative attitude	4	16.66
Ignorance on importance of education	13	54.17
Total	24	100

The majority of the class teachers (54.17%) indicated that pupils dropped out of school due to parents' ignorance on the importance of education of their children. These findings are supported by Ezewu (1983), who said that parents with higher education level and prestigious occupations encourage schooling more than low leveled parents and of low economic status. This is because parents with higher education and higher economic status tend to show more their children or a point part time teachers for item, but parents with low level of education are not always able to teach their children and unable to afford the part time teacher.

Despite that parents' level of education affected the pupils' completion rate in schools, the researcher sought to know if they made follow up on their children's' progress in schools.

Table 4.13. Parents' consultation with teachers on pupils' progress

Teachers		
Response	frequency	%
Often	3	12.5
Sometimes	18	75.0
Never	3	12.5
Total	24	100

Table 4.13 shows that 75% of the teachers indicated that parents sometimes consult about their children's progress while 12.5% never go to school for consultation.

4.4.3 The contribution of family structure and stability on school absenteeism in public primary schools.

Objective 3 was to investigate the contribution of family structure and stability on school absenteeism in public primary schools. The head teachers and teachers were requested to give information on the causes of absenteeism in their

institutions. 64% and 56% of the head teachers and teachers respectively said that lack of strong family values was a contributing factor. In Gucha district 52.81% are children raised by single parents while 15.5% by other people than their own parents were the most affected by absenteeism. This made the researcher to investigate the number of absentees per week and the results are indicated in Table 4.14.

Table 4.14. Number of absentees per week per class

Absentees	Frequency	%
1 – 2	7	32
3 – 4	12	54
5 – 7	3	14
Total	22	100

The information in Table 4.14 shows that absenteeism is experienced in all classes with 3 – 4 being the highest number of absentees at 54%. According to Chiuri and Kiumi (2005), absenteeism affects examinations. Thus, the cases of absenteeism point to internal inefficiency in education in Gucha district.

The respondents were also requested to give information on whether there were cases of repeaters. The respondents were requested to give information about

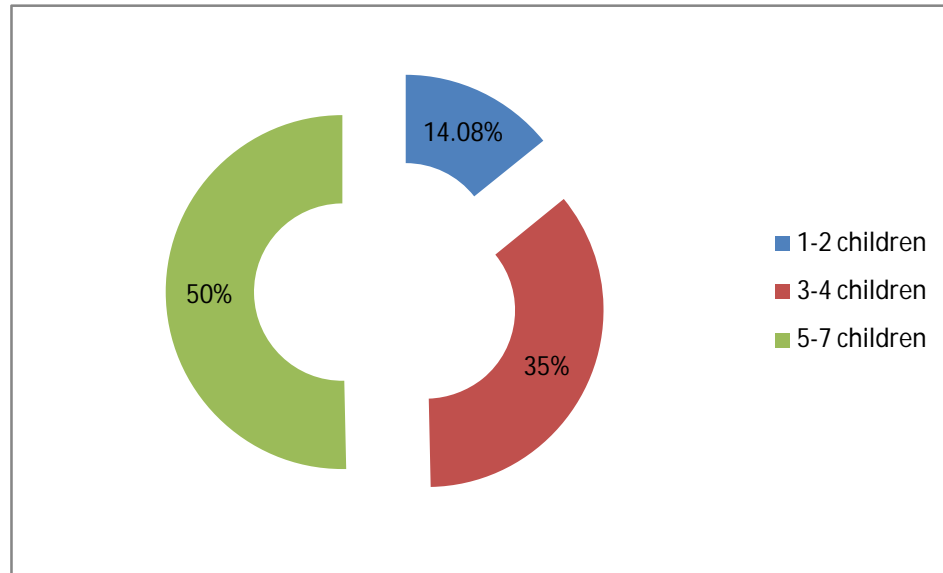
repeaters with a view to establish the extent to which internal efficiency is compromised by repetitions. Twenty teachers reported to have repeaters in their classes which constituted 83.33%. The students were requested to give the number of children in their family aged 6 – 13 years and who among them were in primary school. This was in order to ascertain whether there were children who were supposed to have been enrolled in school and were not. From the responses, the total number of children aged 6 – 13 years was 376. The students were also requested to indicate the number that was in primary school. The sum total given was 308 which showed that 18.08% of school age going children was not enrolled in school. This indicated that in Gucha District, there was a group of school going age children which either did not have access to primary school education or they had dropped out of school. This agrees with Sabates (2010) who said that many children especially from low income and unstable families are either not enrolled in school or dropped out.

4.4.4 Influence of parents' level of income on school dropouts and excess to primary education

From the findings of the study, it was clear that public primary schools in Gucha district were experiencing internal inefficiency. This was seen by high rates of dropouts which prompted the researcher to find out the poverty levels of parents which influenced dropouts in the district. To achieve this, pupils were requested to indicate the number of siblings in their family, parents' financial status,

parents' occupation and the extent to which parental status influence drop out of pupils.

Figure 4.8 Number of siblings

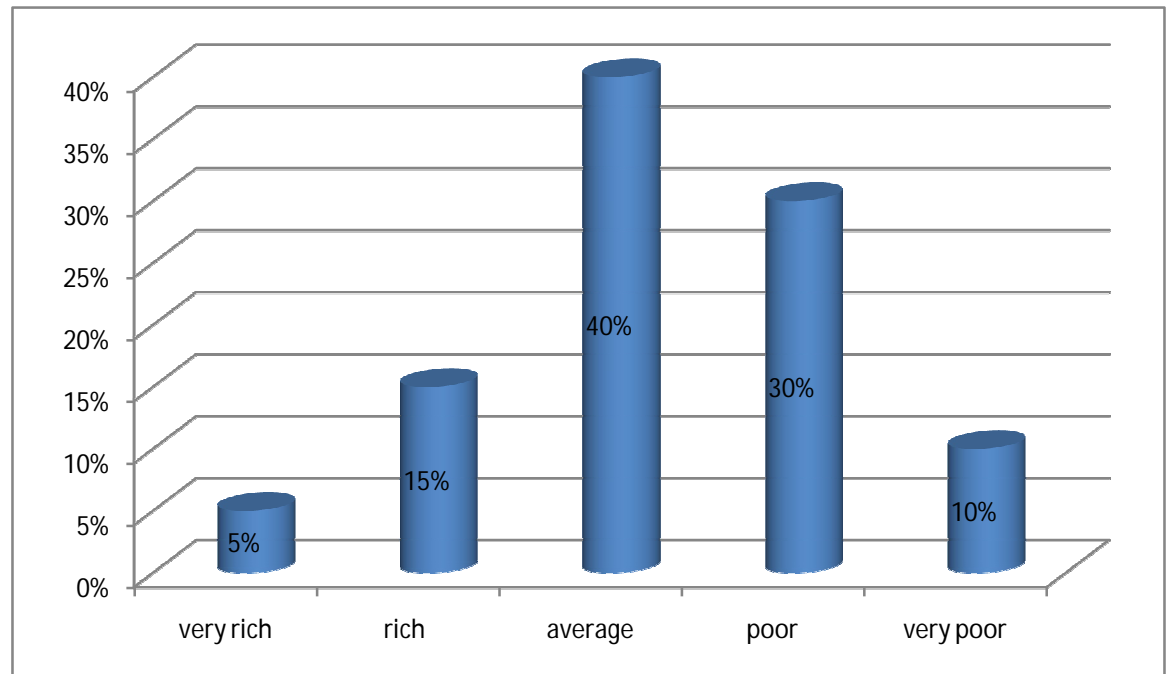


The respondents were required to indicate the number of brothers and sisters they had. This was important since schools entail monetary costs such as uniform and learning material and depending on the number of children that parents have; majority of them ranged from 4-7 children per every household indicating that most of the children who attend public primary school come from poor family backgrounds. The data revealed that family size may have an effect on the number of pupils participating in primary education. According to Amayo (1997), large family size categorizes in to low participation among students in education.

The pupils were asked to indicate the level at which they placed their parents' financial status in terms of whether they are able to provide for the basic needs.

Financial status which was used to measure poverty level was categorized into very, rich, average, poor, and very poor. The results are in figure 4.9.

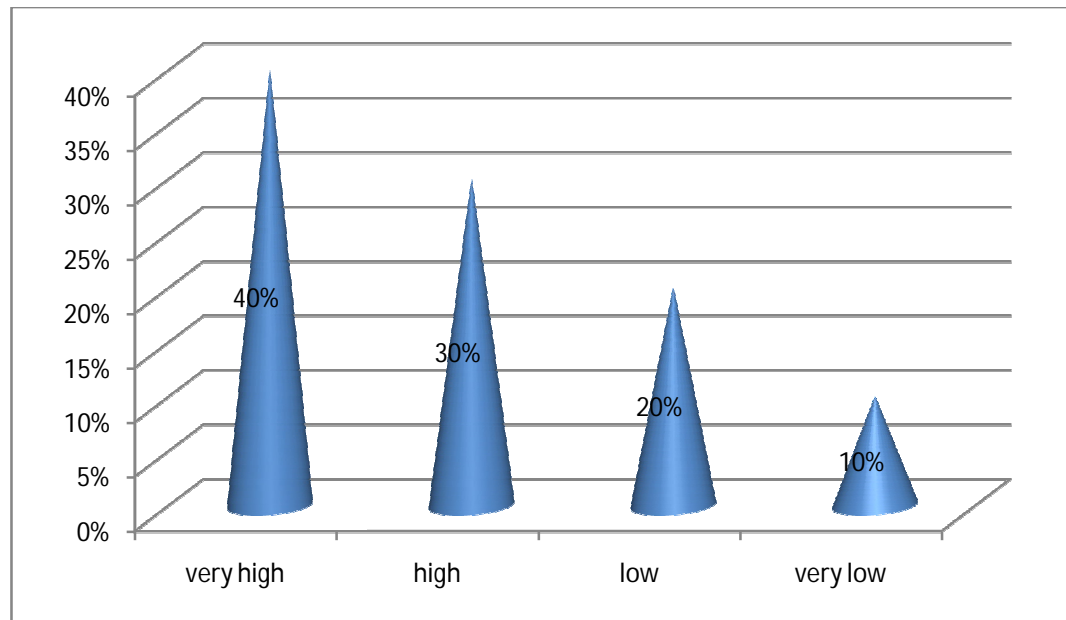
Figure 4.9 Parents' financial status



The results indicated that most of the pupils' parents are considered average financially at 40% while another 30% of the students come from poor households are not able to maintain their children in school and this has a direct bearing on the dropout rates.

The researcher also sought to know pupils' opinion on the extent to which parents' financial status influenced drop outs. The findings were as indicated in figure 4.10.

Figure 4.10 pupils opinion on the extent to which parents' financial status influence dropout



The parents' level of income would highly be determined by their type of occupation thus the researcher sought to identify these occupations and requested pupils to indicate their parents'/guardians' type of occupation so as to assess the level of their parents' income which is a great factor that influences dropout. The results are shown in table 4.15.

Table 4.15 Parents'/guardians' type of occupation

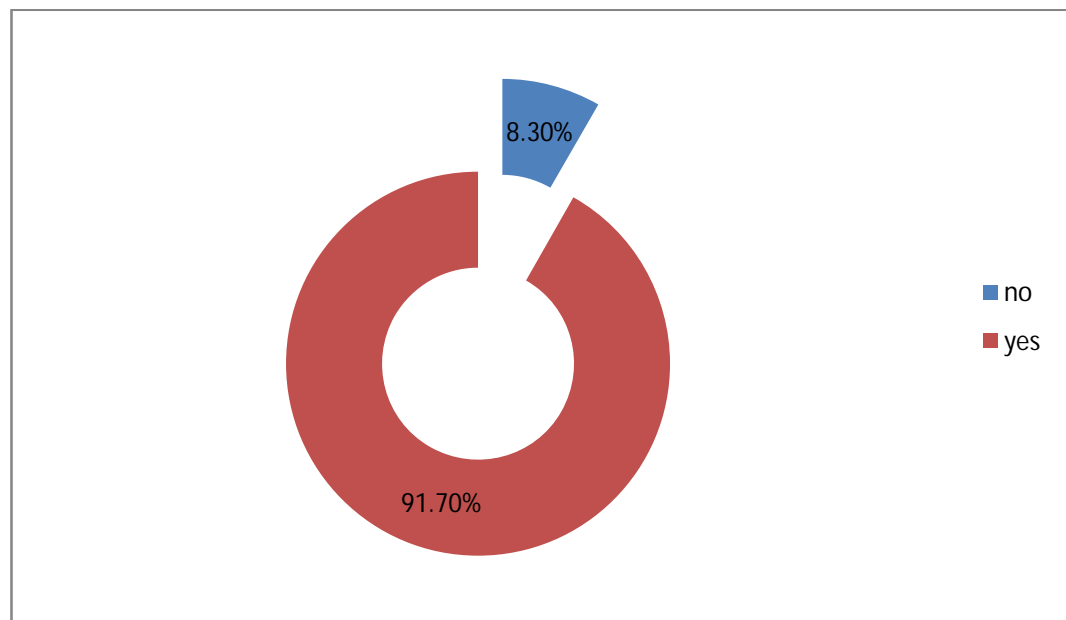
Response	pupils' frequency	%
Subsistence farmer	84	59.15
Casual laborer	36	25.35
White collar job	7	4.94
Business	15	10.56
Total	142	100

From Table 4.15 it is evident that (59.15%) of the pupils indicated that their parents were subsistence farmers, (25.35%) were casual laborers, (10.56%) own business while (4.94%) have white collar jobs. The findings are consistent with Cardoso (2007) who argued that poverty is the most common and contributory reason for pupils to be out of school.

A home within working parents is pursued as a social economically advantaged home, therefore pupils from these homes are more likely to enroll and remain in school than pupils from disadvantaged homes. From the above information, a large number of parents have no enough income to ensure proper provision of monies required by their children. This was further proven by the questionnaire on how often children as sent home to collect items required by the school.

(Objective 4) examined the influence of the parental level of income which is determined by the type of occupation on pupil dropout. The researcher sought to know whether children pay other school levies and the findings are shown in figure 4.11.

Figure 4.11 Teachers' opinion on school levies that pupils pay



Teachers were asked to indicate whether there were other school levies that pupils paid. A majority of teachers 91.7% reported that indeed there were other levies paid by pupils in schools. These levies included examination fees, monies to pay teachers employed by parents and activity. This suggested that although the government is providing free primary education, the funding may be insufficient to cater for all the expenses in schools.

The researcher also sought to identify if it led to pupils being sent home to get money to pay teachers employed by parents. The findings are shown in Table 4.16.

Table 4.16 Pupils’ responses on being sent home to get money for teachers employed by parents

Response	frequency	%
Rarely	36	25.35
Often	84	59.15
Quite often	22	15.50
Total	142	100

Table 4.16 shows that the most of the pupils (59.15%) indicated that they were often sent home to get money to pay teachers employed by parents’/guardians. The findings ascertain Hunter and May (2003) who called poverty “a plausible explanation of school disruption”. Poor payment and inadequate resources are barriers to internal efficiency in schools.

The researcher sought to know from the teachers the family’s inability to pay teachers employed by parents. They were to rate them using strongly agree, agree, disagree and strongly disagree. Their findings were recorded in Table 4.17.

Table 4.17 Teachers’ responses on families’ inability to pay for teachers employed by parents

Responses	frequency	%
Strongly agree	4	16.67
Agree	15	62.5
Disagree	3	12.5
Strongly disagree	2	8.33
Total	24	100

From Table 4.17, 16.6% of the teachers strongly agreed, 62.5% agreed, 12.5% disagreed while 8.33% strongly disagreed on families’ inability to pay teachers employed by parents. The findings indicated that poverty hinder participation of pupils in primary schools. Poverty makes pupils to stay away from school and finally drop out due to poor performance. This concurs with Achoka (2007) who indicated that poverty is the main cause of school dropouts.

The researcher sought to know from teachers the reasons for pupils’ dropping out and they cited them as follows; assisting parents in farms, looking after young siblings, lack of examination money, repetition, replacement of lost books and

having tattered clothes. And then they were asked to give their views on the above stated reasons and their findings were indicated in tables 4.18 to 4.23.

Table 4.18 Pupils dropped out of school to assist their parents in the farm

Response	frequency	%
Strongly agree	5	20.83
Agree	13	54.17
Disagree	4	16.67
Strongly disagree	2	8.33
Total	24	100

Most of the teachers (54.17%) agreed with the fact that pupils were out of school to assist their parents in the farms. These findings are supported by Raju (1973) who observed that poor families who cannot afford labor withdraw their children from school to work on the family farm or look after young siblings. The researcher asked the teachers to indicate whether the pupils dropped out of school to look after their young siblings. The results were as shown in Table 4.19.

Table 4.19 Pupils drop out of school to look after their young siblings

Responses	frequency	%
Strongly agree	4	16.67
Agree	11	45.83
Disagree	6	25.0
Strongly disagree	3	12.5
Total	24	100

Most of the teachers (45.83%) agreed that indeed pupils are out of school to look after their young siblings. These findings were supported by Abagi and Odipo (2007) who observed that as poverty levels rise, child labor has become crucial for family survival.

The researcher further asked the head teachers to respond to various household reasons that cause pupils to be sent home. They were to indicate either, quite often, often or never to the reasons. The responses per reason were recorded as follows.

The researcher sought to identify if the pupils were sent home to collect examination money. The head teachers' responses were tabulated in Table 4.20.

Table 4.20 lack of examination money

Response	frequency	%
Quite often	3	25
Often	9	75
Total	11	100.0

From table 4.20 (75%) of head teachers indicated that they often sent pupils home to collect examination money. These finding concur with Coombs and Cooley (1968) who said that social economic background more than any other factors influence internal efficiency. Books are usually provided in school and their misplacements/loss can hinder effective learning. The researcher asked the head teachers to respond if they sent pupils home to replace lost text books.

Table 4.21 Replacement of lost books

Response	frequency	%
Quite often	3	25
Often	8	66.67
Never	1	8.33
Total	12	100.0

School uniform is recommended to be decent. At times pupils come to school in tatters hence the researcher asked the head teachers to indicate if they sent pupils home because of tattered clothes.

Table 4.22 Tattered clothes

Response	frequency	%
Often	10	83.33
Never	2	16.67
Total	12	100.0

Table 4.22, shows that the majority of head teachers (83.33%) often sent pupils home due to wearing tattered clothes. Being sent home lowered pupils' morale in their studies and those who faced big challenges in raising the money opted to drop out.

Repetition of classes was cited by many teachers as a cause of dropout and therefore the researcher wanted to know whether pupils still repeat classes. The question was posed and the responses were as in table 4.23.

Table 4.23 Repetition cases

Response	Teachers		pupils	
	frequency	%	frequency	%
Agreed	20	83.33	104	73.24
Disagreed	4	16.67	38	26.76
Total	24	100.0	142	100.0

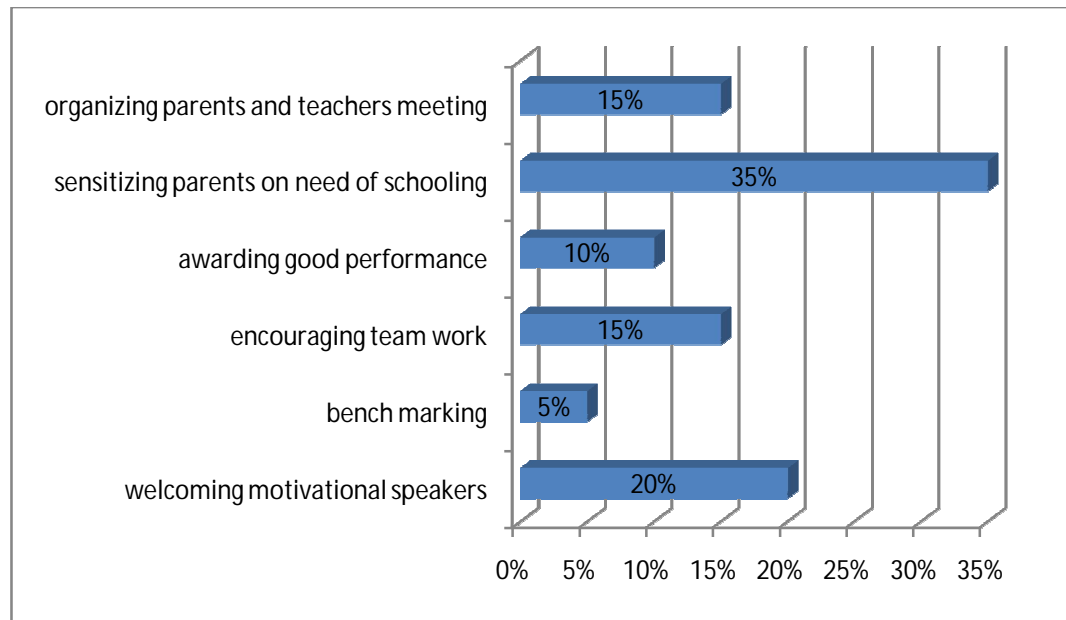
From Table 4.23 majority of the teachers 20 (83.33%) agreed to have repeaters in their classes while 4 (16.67%) did not have repeaters. At the same time 104 (73.24%) of the pupils agreed to have repeated a class while 38 (26.76%) have never repeated.

The findings are supported by NCES (2009) that reported that repetition is the major cause of school dropout in all education systems that still practice it.

4.5 Measures taken to enhance efficiency

The researcher sought to know from the head teachers what should be done to ensure high enrolment and completion rates in public primary schools and the findings summarized in the figure below.

Figure 4.12 Suggestions given by head teachers on how to ensure high enrolments and completion rates



According to the responses in figure 4.12, 35% of the head teachers said there was need to talk to parents on the need of schooling, 25% of the head teachers were welcoming motivational speakers, those who said they were encouraging teamwork among teachers and organizing parents and teachers meeting were represented by 15%, while awarding good performance was represented by 10% and finally bench making took 5%.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter provides a summary, conclusions, recommendations of the study and suggestions for further study.

5.2 Summary of the study

The main purpose of this study was to assess home based factors on internal inefficiency in public primary schools in Gucha District, Kisii county Kenya. The study was guided by four objectives that focused on the influence of household chores and child labor, parents' level of education, family structure and stability, and parental level of income on internal efficiency of education.

The study established that due to poverty, 85% of the pupils engaged in household chores such as doing farm work, cooking, fetching water and firewood. These household chores affect their study as they make them absent from school and lower their concentration.

It was also established that 27.76% of parents in Gucha District with pupils have secondary education while the rest have no formal education at 9.86%, primary education at 45.07% and tertiary education at 12.68%. The higher the number of parents with no formal education, the higher the chances of the pupil to drop out

of school and increased absenteeism hence low performance that affect internal efficiency of education. Most of the schools perform averagely and below average at 34% and 26% respectively while 16% of the schools perform poorly. This is an indication that there is internal inefficiency in primary schools in Gucha District.

It was established that the majority of parents (59.15%) were subsistence farmers and were not able to raise school levies causing children to be sent home regularly to collect examination money, wearing tattered clothes, and money to pay teachers employed by parents that eventually lead to dropout, thus affecting the internal efficiency of schools.

The study found that 40% of the students view their parents' financial status as average while another 30% come from poor households. Pupils from low income earning households reported higher cases of dropout, absenteeism, repetition fueled by poverty thus fuelling internal inefficiency of educational institutions.

5.3 Conclusion

The foregoing discussion shows that there is internal inefficiency in public primary schools in Gucha District. This is as demonstrated by prevalence of all indicators of internal inefficiency in education such as high repetition rates, high dropout rates and high absenteeism rates. The high repetition rates, dropout rates and absenteeism in Gucha District are contributed to by high poverty rates of the households hence minimizing the chances of student attending school because of levies charged in schools.

The family structure has been known to be one of the factors that influence inefficiency in schools because children from single parents households are mainly poor hence making them unable to pay school levies. It can also be concluded that, child labor and household chores affect internal efficiency because pupils are forced to be out of schools to attend to household chores.

These factors are barriers to the realization of internal efficiency in primary schools. It is therefore necessary to address these challenges so that this noble idea of providing education for all retains its intended purpose which is to ensure holistic development of human resources.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

- I. Since the level of parents' education contributes to children's completion rates, there is need to sensitize the community on the importance of education so that more parents can develop positive attitude towards education and send their children to school.
- II. Poverty alleviation measures should be established in the society so as to enable more families to get higher income and therefore send their children to school for the entire schooling period. There is also need to help pupils from needy families through grants/bursaries.

- III. The ministry of education to enforce close supervision and inspection of primary schools in order to ensure that pupils do not repeat classes and to allow them transit to their next classes regardless of their performance.

5.5 Suggestion for further studies

Based on the finding of the study, the researcher suggests the following studies to be carried in order to complement this study:

1. A similar study should also be conducted in other districts of the country so as to establish prevailing conditions in those parts with a view of comparing with this study.
2. A similar study should be carried out in private primary schools given that private schools were on the increase and therefore internal efficiency in these schools should be scrutinized.
3. A similar study should be conducted incorporating parents, SMC members since they were determinants of a school's internal efficiency.

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APPENDICES

Appendix A: Letter of Introduction to the head teachers

University of Nairobi,

Department of Educational Administration and planning

P.o box 30197,

Nairobi.

The head teacher

School.....

Dear Sir/Madam

RE: RESEARCH STUDY

I am Isabella Bosibori Ongoto, a masters student in Educational Administration and Planning at the University of Nairobi. The current study aims at determining **home based factors influencing internal efficiency of public primary schools in Gucha District**

Your school has been identified as one of the few for the purpose of undertaking this study. The identity of respondents shall be treated with uttermost confidentiality

Thank you for your co-operation.

Isabella Bosibori Ongoto

Appendix B: Questionnaire for Teachers

This questionnaire is designed for the purpose of studying internal efficiency of public primary schools in Gucha District. Do not sign your names. All the information provided will be treated with utmost **confidentiality** and is only meant for this research.

1. What is your gender? Male () female ()

2. What is your age bracket
 - a) Over 41years () b) 31-35 years () c) 36-40 years () d) 25-30 years ()
 - e) below 25 years ()

3. For how long have you been teaching? a) Below 10 years () b) 10-20 years ()
c) Over 20 years ()

4. What are your qualifications?.....

5. What has been the K.C.P.E M.S.S for the school for the following years
2008_____2009_____

- 2010_____2011_____

- 2012_____

9. How would you rate the following in regards to Internal efficiency of this school; Rate them as follows; Key:3= Often , 2= Sometime , 1= Never

	Statements	3	2	1
a)	Parents' level of education contribute to pupils completing their education in school			
b)	Parents consult you regularly about their children's progress			
c)	Low levels of parents' income contribute to pupils' dropping out of school			

10. State the number of pupils who repeated in your class/ school this year

Boys () Girls () Total ()

11. To what extent would you agree or disagree to the following as reasons of dropping out?

3 strongly agree, 3 Agree, 2 Disagree, 1 strongly disagree.

	Statements	4	3	2	1
a)	Most parents are not able to pay for teachers employed by parents.				
b)	Pupils drop out of school to assist parents I farms.				
c)	Pupils drop out to look after young siblings				

12. a) Have you received new pupils from other schools? Yes () No ()

b) If yes give reasons for their change of schools.....

13. From your observations, what families do most pupils who absent themselves from school come from?(you can tick more than one)

a) Single parent families () d) Child headed families ()

b) With both parents () e) Children's home ()

c) Orphaned () f) headed by a Guardian ()

14. Do you consider absenteeism as a major problem in your school?

a) Yes () b) No ()

15. If yes, how many pupils on average are usually absent per week

a) 1-2 () b) 3-4 () c) 5-7 ()

16. Does the level of education of parents influence completion rates in your

class. Yes () No ()

17. If yes tick the reasons why pupils drop out from the list below.

a. Ignorance on the importance of education

b. Negative attitude

c. Family's level of poverty.

18. How would you generally rate the following attribute in this school?

Rate the as follows: Key 5= very high, 4 = high, 3 =moderate , 2=low ,

1 =very low

	Statements	5	4	3	2	1
a)	Enrolment rate					
b)	Completion rate					
c)	Dropout rate					
d)	Performance in examinations					
e)	Absenteeism rates					
f)	Retention rates					

19. What recommendation would you make to increase the pupils enrolment and completion rate in this school?

.....

.....

.....

Thank you for your co-operation.

Appendix C: Pupil Questionnaire

This questionnaire is designed for the purpose of studying internal efficiency of public primary schools in Gucha District. Do not sign your names. All the information provided will be treated with utmost **confidentiality** and is only meant for this research.

1. What is your gender? a) Male () b) Female ()

2. How old are you?

a) Less than 10 years () b) 10-12years () c) 13-15years () d) Above 15 ()

3. Is this your first primary school? a)Yes () b) No ()

If the answer is no in the above give reason(s) for transfer.....

.....

4. How many are you in your family?.....

5. What type of work do you do at home?

a) Cooking () b) child caring () c) fetching water ()

d) Fetching firewood () e) others.....

6. How much time do you spend on the above work?

a) An hour everyday () b) Two hours daily () c) more than two hours ()

7. a) Do you think the household duties you do influence your academic performance in school?

a) Yes () b) No ()

b) Explain your answer above

8. What is the highest level of education of your parents/guardian? tick against the level of education attained?

	Never went to school	Primary education	Secondary education	Tertiary college	University
a) Father					
b) Mother					
c) Guardian					

9. To what extent would you agree or disagree with the following in regards to your Parents' level of education of this school; Rate them as follows; Key:4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly disagree

	Statements	4	3	2	1
a)	My academic performance is influenced by my parents/guardian level of education				
b)	My Parents' level of education contribute to my completion of my education in this school				
c)	My Parents/guardian consult regularly about the my progress in school				
d)	My Parents/guardian encourages me to work harder in school				

10. Do your parents assist you to do your home work at home?

Yes () No ()

11. Have you been absent from school?.....

12. Whom do you live with now? a) Both parents () b) Mother only () c) father only () d) guardian/relative () e) children's home ()

13. Does your current family structure influence absenteeism in the schools?

a) Yes () b) No ()

14. If yes above, in what ways?

15. In your own opinion, how can you rate your family's financial background?

Very rich () rich () poor () very poor ()

16. Who pays your schools levies and other school requirements?

a) Both parents () b) Mother only () c) father only () d) guardian/relative ()
e) children's home () f) other well wishers ()

17. What is your parents/guardian occupation? Tick appropriately

Type of employment	Father	Mother	Guardian
a) White collar job			
b) Subsistence farmer.			
c) Casual labourer			
d) Bussines			

18. a.) How promptly do your parents/guardian provide textbooks, uniforms, and other item materials required by the school administration?

a) Never () b) once in a while () c) often ()

19. How would you agree/disagree that your parents/guardian level of income has influenced your continued stay in school?

a) Strongly Agree () b) Agree () c) Disagree () d) Strongly disagree ()

20. To what extent would you agree or disagree with the following in regards to your education in this school; Rate them as follows; Key:4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly disagree

	Statements	4	3	2	1
a)	My parents/guardian encourage me to study when am at home				
b)	My parents/guardian express their concern about my performance at school				
c)	My parents/guardian come to school to discuss my academic progress with my teachers				

21. Have you ever repeated a class? a) Yes () b) No ()

22. If yes, which of the following is the major reason for repetition?

- a) Poor performance () b) Lack of school fees () c) Not attained right age () d) family problems () e) Transfers to a new school () f) Others (specify).....

23. What do you think can be done to ensure pupils stay in school and complete their studies as scheduled?

Thank you for your co-operation

Appendix D: Research Work Plan

Activity							
	Jan	Feb	Mar	Apr	May	June	July
Development of proposal							
Proposal writing							
Piloting instruments							
Data collection							
Writing the final project							
Submission of the final report							

APPENDIX E: BUDGET

<u>Activity</u>	<u>Amount In Kshs</u>
1. Typing and printing of Proposal and final project	20,000.00
2. Stationery	10,000.00
3. Travelling expenses	
i) To consult supervisors	10,000.00
ii) To administer questionnaires	8,000.00
4. Clerical expenses	15,000.00
5. Miscellaneous	<u>7,000.00</u>
TOTAL	<u>70,000.00</u>

Research Permit No. NCST/RCD/14/013/1025

Date of issue 13th June, 2013

Fee received KSH. 1000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Isabella Bosibori Ongoto
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu
has been permitted to conduct research in

Location
Gucha District
Nyanza Province



on the topic: Homebased factors influencing
internal efficiency in public primary schools
in Gucha District, Kenya

Isabella Bosibori Ongoto
[Signature]

Applicant's
Signature

For Secretary
National Council for
Science & Technology

for a period ending: 31st July, 2013.

CONDITIONS

- 1. You must report to the District Commissioner and the District 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 with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK6055t3mt10/2011

(CONDITIONS: see back page)