

**SOCIO-ECONOMIC FACTORS INFLUENCING INTERNAL EFFICIENCY IN
THE PROVISION OF EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
KAKAMEGA SOUTH DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Education in Educational Planning**

University of Nairobi

2013

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DECLARATION

This research project is my original work and has not been presented for a ward of a degree in any other university.

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This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION

To my beloved parents; Mr John Kitiabi Mukeya and Mrs. Anjelina Musinzi Mukeya and my dear son, Nigel Ian Barasa.

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ACKNOWLEDGEMENT

I am grateful to Almighty God for his wisdom and knowledge.

First and foremost, I would wish to thank the University of Nairobi for giving me a chance to pursue a Master Degree. I sincerely express my indebtedness and deep sense of gratitude to my research supervisors; Dr Ibrahim Khatete and Mr Ferdinand Mbeche, for their invaluable assistance and cordial directions, and the entire Department of Educational Administration and Planning, without which I could not have successfully accomplished this research.

Gratitude to the District Commissioner and the District Education Officer of Kakamega South district for allowing me to conduct my field study in the district.

My sincere gratitude goes to my parents, particularly my dear mother for the great value she put in education for her children and my Dad from whom I drew inspiration.

Special thanks to my dear brother Vincent and sister Everlyn for motivating and offering unwavering and tireless support, morally and financially throughout my study and son Nigel, you were a source of great motivation.

I would wish to acknowledge my colleagues for their insightful comments and moral support and all those who participated and supported me during the course of the study.

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LIST OF ABBREVIATION AND ACRONYMS

ASALS	Arid and Semi-Arid Lands
EFA	Education For All
GMSRC	Gorakhakali Manakamana Study and Research Centre
IEES	Improving the Efficiency of Educational Systems
MDGs	Millennium Development Goals
MMUST	Masinde Muliro University of Science and Technology
MOE	Ministry of Education

MOEST	Ministry of Education Science and Technology
NSCEH	National Environment and Health Study Centre
OECD	Organization for Economic Co-operation and Development
PDE	Provincial Director of Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers' Service Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

The purpose of the study was to investigate the influence of socio-economic factors on internal efficiency in the provision of education in public primary schools in Kakamega south district. The study was guided by four objectives: To determine the extent to which parental level of education affect completion rate of pupils, To establish the effect of family structure on pupils absenteeism rate, To examine the effect of parental income level on enrolment rate of pupils and to establish the contribution of household duties on pupils' absenteeism. The study adopted an educational production theory which asserts that an education process is looked at as where inputs are converted into outputs. This was a descriptive survey study that targeted 85 public primary schools, 85 head-teachers, 956 class-teachers and 1,107 standard eight pupils. A sample of 26 head-teachers, 287 class-teachers and 332 standard eight pupils were used. Field survey method was adopted to collect data using questionnaires. Data was analyzed using statistical package for social sciences (SPSS) program and presented using tables, frequencies and percentages. The analysis revealed several socio-economic factors influencing internal efficiency in the provision of primary education in Kakamega south district. These factors are: poverty levels, parental education levels and attitude, family instability, parental income levels and child labour. The study found out that cases of drop out are very high due to poverty, sickness, early pregnancies, child labour, family instability and low levels of parental education. Absenteeism is also a big challenge being caused by poverty, sickness, parental attitudes, truancy, orphan status and Hiv/Aids. Also, most parents in Kakamega south district are depicted to be poor or very poor as most parents are subsistence farmers, small scale business persons or casual workers. Their education level and background is crucial in a pupils' progress in education.

From the findings of the study the researcher recommends that the impoverished status of the district should be addressed as a matter of urgency by the community with the assistance of the government for the parents to have reliable sources of income to economically support their children in school. There should be a departure from the reliance on formal or salaried employment which at the moment accounts for less than 30% of the total employment. The researcher also recommends further research to be conducted to determine the status of internal efficiency in private primary schools in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The World Conference on Education for All held in Jomtein, Thailand in 1990 declared education a basic human right UNESCO, (1990). This was deemed achievable if access to basic education was fair to all. The role it plays and its actual growth and development of the society have become points of common concern in both developed and developing countries. The basic education coalition (2004) contends that education is one of the most effective development investment countries and their donor partners can make. An educated population is essential for economic growth and more generally for a higher quality life World Bank (2001).

According to the World Bank (2008), measures of internal efficiency reflect effectively a part of the educational system that uses available resources to achieve specified educational outcomes. Education systems in many countries exhibit high levels of inefficiencies Chiuri and Kiumi (2005). Internal efficiency of an education system is defined as the ability to educate the greatest number of students in the shortest time and with the least use of financial and human resources. 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 Abagi and Odipo(1997),

primary education has internal efficiency problems such as high wastage because of low completion, high repetition and dropouts especially in upper classes.

According to an empirical study done by Mahmood (2011) Pakistan had one of the highest school dropout rates in the world. Out of 13.95 million enrolled, 45% dropped out at various grades (I to V) thus between 5 to 9 years. This dropout rates have adversely affected the completion rates of female 46% compared to male 54%. The socio-economic factors have been identified to be the major causes of high dropouts. Low per capita income of people and poverty are the main reasons forcing children to drop out of school or not to enroll. Pakistan implemented several programs and projects with varying levels of success. In mid 2000s, the education sector reform programs to mitigate the problems of drop outs and low enrolment were implemented in Punjab and Sindh provinces providing missing school facilities such as toilets, textbooks and students stipends were also provided (Annual Ministerial Review June 2011). After the programs were established, girls enrolment increased by 33%. The overall NER rose from 55% to 57% in 2009 while GER remained at 91% between 2007 and 2010.

Developed countries have higher enrolment rates compared to developing countries World Bank (2010). France for instance had a school net enrolment of 98.22% while Morocco had 55.2% in 2007 and Kenya had 29.8% in 2008. The following table shows the Gross Enrolments in some few countries.

Table 1.1 Gross enrolment ratios between 2008 - 2010

Country	2008	2009	2010
Argentina	86	89	90
Belgium	111	111	112
Kenya	59	60	65
Tanzania	25	27	27
Uganda	40	42	46

Source; World Bank 2011 School enrolment in public primary schools in Kenya.

This has been influenced by high levels of parental education. The mothers' education has led to sustained increases in education attainment from one generation to another. A wealth of cross country and individual country studies from Africa, Asia, over past 25 years reveal that the mothers' education is a strong and consistent determinant of their children's school enrolment and attainment (Birdsal, 2006). In Tanzania, a study by Alsamarai and Peasgood (1998), indicates education of the head and spouse does increase the probability of completion. Heads having attended primary schools increases the girls' chances of completion by 6.7% and boys 4%. Many countries in Africa like Botswana, Zimbabwe, Malawi, Ghana, have focused attention on increasing resources to the education sector in a bid to achieve universal primary education (UPE). It is now coming out clearly that

countries like Malawi are now faced with the problem of a trade-off between enhancing the efficiency of the education sector and increasing primary secondary and tertiary education. According to Psacharopoulos (1985), the fathers' education, occupation and income levels determine children access to school. The education that the child receives is dependent on the education that their parents received when they were children.

According to Kenya Institute of Public Policy Research and Analysis (2003), the high cost of education and household poverty level are critical factors that often pushes the students to do menial jobs to supplement the meager family incomes. UNICEF (2004) states that labor participation by a person below the age of 15 years is not widespread but it is escalating at an unacceptable rate. At a conference in Brussels organized by European Forum for Freedom in education (EFFE) educationists from 18 countries reflected on what could be done to reverse the trend. According to Schwartz (1995) jobs increase the percentage of dropouts as students may and also do have to take on a job to support themselves or their families. The orphan-hood often exacerbates financial constraints for poorer household and increases the demands for child labor and dropout for example in Ethiopia (Colclough et al, 2000). In Northern Ghana, cattle rearing is considered prestigious, parents prefer their sons to take care of the cattle than go to school. In Phillipines and the rural Bangladesh, children in poor household start contributing to family income and home production at much lower age than those in higher income households.

The US Center for Marriage and Family released a study in November 2005 that shows broken family structures consistently lead to education difficulties for children especially the girl child in Afghanistan. They face many challenges that prevent them from accessing school, most importantly the lack of value placed on female education. Schultz (2006). The report shows that children from non- intact families have significantly higher rates of difficulty with all levels of education. Family structure is a deciding factor in a wide range of child behavior that directly influence academic performance including emotional and psychological distress, attention disorder, social misbehavior, substance abuse, sexual activity and teen pregnancy. According to Bavoro (2008), children living with both parents have lower dropout rates and higher graduation rates compared to students living in other family arrangements. Children from unstable families are susceptible to behavior which could undermine their performance in schools. Such behavior includes drug or alcohol use. The rapid spread of substance abuse can be attributed to the breakdown of indigenous society and to the introduction of foreign influences that have made a variety of substance available on the large scale. (National Agency for the Campaign against Drug Abuse 2002)

In Kenya, a significant improvement in the access to primary education was witnessed during the inception of Free Primary Education in 2003 by the Government. The primary schools Net enrolment rate (NER) rose from 79.8% in 2003 to 91.6% in 2007. This was a commendable increase when compared to the

targeted NER of 84.4% for 2007, an increase of 7.2%. (EMIS, MOE 2007) Primary school completion rates between 2002-2008 shows that the country has not yet realized 100% completion rates due to wastage being experienced in primary schools (Republic of Kenya 2007). Starting school on time will help complete primary education because delayed school entry is closely associated with increased risk of dropout. Late entry is associated with higher rates of repetition in early grades which can increase the cost of education to households and weaken the internal efficiency of the education system UNDP (2001).

According to Kakamega District Development Plan 2008-2012, the overall prevalence of pupils' dropout was 41%. Therefore it is clear that there is a lot of wastage in primary education in Kakamega County. More than 50% enrolled pupils fail to complete the education cycle. Yet education consumes about 55% of the government's recurrent expenditure. Special attention should be paid therefore to the analysis of internal efficiency of the education system in Kakamega South District, which has school completion rates declining as the number of pupils who drop out and repeat continue increasing.

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1.2 Statement of the Problem

Several initiatives have been put in place in the education sector to improve access and participation to the basic education in terms of high retention and completion rates and to ensure there is equity for all children to enroll in school by the government. Some of these measures are; Introduction of FPE and FDSE in 2002

and 2008 respectively, provision of bursaries through the MOE and Constituency Development Fund, mobilizing community participation and sponsorship of students by religious organizations and NGOs (MOE2010). This according to the statistical returns for the month of January 2013 shows that there is an increase of 38% in the number of students who had completed standard eight. However, poverty is a major challenge in Kakamega South District. According to Kakamega South District Strategic Plan 2007-2012, the current district poverty situation is 38% of the total population that lives in absolute poverty. The average dropout rate of 10% is attributed to poverty in various parts of this district. A major effect of poverty is the high rate of school dropouts because parents cannot meet the education costs, inaccessibility to education and inadequate educational facilities Republic of Kenya (2009). The overall mean-score has been below 50% hence this indicates poor performance. According to Chiuri and Kiumi(2005) poor performance in the national examinations and high rates of absenteeism, repetition and drop out rates are evidences of internal inefficiency of education systems, hence this indicates that some schools could be inefficient in their operations. It was in the light of this that the researcher wanted to find out the socio economic factors responsible for low enrolment rate, high dropout rates, absenteeism, repetition rates and poor performance in national examinations.

1.3 Purpose of the Study

The purpose of the study was to determine the socio-economic factors influencing internal efficiency in the provision of education in public primary schools in

Kakamega South district in Kenya and recommend possible strategies to improve educational sector in the primary level.

1.4 Objectives of the study

The study was guided by the following objectives.

- i. To determine the extent to which parental level of education affect completion rate of pupils in public primary schools in Kakamega South District.
- ii. To establish the effect of family structure on pupils completion rate in public primary schools in Kakamega South District.
- iii. To examine the effect of parental income level on enrolment rate of pupils in public primary schools in Kakamega South District.
- iv. To establish the contribution of household duties on pupils' absenteeism in public primary schools in Kakamega South District

1.5 Research Questions

The proposed study was guided by the following research questions:

- i. To what extent does parental level of education affect completion rate of pupils in public primary schools in Kakamega South District?
- ii. How does the family structure affect the pupils completion rate in public primary schools in Kakamega South District?

- iii. What influence does parental income level has on enrolment rate of pupils in public primary schools in Kakamega South District?
- iv. How do household duties contribute to pupils' absenteeism in public primary schools in Kakamega South District?

1.6 Significance of the Study

The findings of this study may be useful to educational planners in devising measures that would lead to improvement of completion rates in the country and reduction of pupils dropping out and repeating classes. To education administrators in the district, the study may help them to ensure proper utilization of resources and physical facilities in order to ensure that pupils learning environment is improved. To the ministry of education, it is hoped that the findings would provide useful suggestions on how to address the issue of internal efficiency in public primary schools. Parents /guardians might be assisted in knowing their roles in ensuring internal efficiency in primary schools and that pupils attend school regularly.

1.7 Limitations of the Study

According to Best and Khan (1998) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their applications to other situations. The major limitation of the study was to obtain information from students who after enrolling were unable to complete their studies which could have given more reliable information. To overcome the limitation the

researcher used class teachers to give their opinions since they had more information on dropouts.

1.8 Delimitation of the study

This study was limited to Kakamega South District, in public primary schools and was confined to head-teachers, class-teachers and standard eight pupils. Those included in the sample were pupils in the session in the respective institutions.

1.9 Basic Assumptions of the Study

The study was based on the following assumptions:

- i. That, respondents who were selected would give genuine responses.
- ii. That, the KCPE examination was a reliable and accurate instrument for measuring achievement at the primary school level.
- iii. That, relevant data was available in the schools and at the DEO`s office.

1.10 Definition of Operational Terms

Dropout refers to pupils who temporarily or permanently stop attending school before completing an education cycle, for example in this study, primary level.

Educational Wastage refers to a term used to describe the total number of years spent by repeaters and dropouts in the education system.

Efficiency refers to the ability to obtain maximum output from a given input in an education system.

External Efficiency of Education refers to the comparison of the costs of education to the benefits of education that are external to educational production, such as higher productivity and earnings in post schooling work.

Internal Efficiency of Education refers to the comparison of the costs of education to the outputs or effects within education, such as the acquisition of cognitive and non-cognitive skills.

Net Enrolment Ratio refers to the ratio of the number of students enrolled of official school age to the population of official primary age children.

Rate of dropouts refers to the number of dropouts per school.

Socio-Economic Factors refer to an individual's or group's position within a hierarchical social structure.

Wastage refers to learners who do not complete primary education in time or drop out of school

Family structure Refers to the composition and membership of the family and the organization and patterning of relationships among individual family members.

1.11 Organization of the Study

This study was organized in five chapters. Chapter one describes the background to the study, statement of the problem, purpose of the study, the objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of operational terms used in the study

and the organization of the study. Chapter two comprises of literature review that is relevant to the research topic, and includes parental level of education and completion rate of pupils; parental poverty levels and pupil enrolment; parental income and enrolment rate of pupils and parental occupation on completion rate of pupils. Chapter three; consists of the research methods to be used in carrying out the study. It includes research design, target population, sampling procedures and sample size, research instruments, validity and reliability of research instruments, data collection procedure and data analysis techniques. Chapter four focuses on data analysis, presentation and interpretation of findings. Chapter five contains summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises of literature review that was relevant to the research topic, and includes parental level of education and completion rate of pupils; family structure and pupil completion rate; parental income and enrolment rate of pupils and household duties and pupils' absenteeism. It also looks at the theoretical framework and the conceptual framework.

2.2 Historical Evolution of Internal Efficiency

Internal efficiency of an education system is defined as the ability of the education system to turn out its graduates at any level in the most efficient way without wastage, stagnation or repetition Psacharapoulous (1980). Internal efficiency can be measured by class size and student ratio which provide a picture on learning and teaching environment in terms of overcrowding, student-teacher contact and availability of teaching and learning resources.

Kiumi and Chiuri (2005), states that the question of efficiency was raised for the first time by Frederick Taylor, when he wrote a book on; *The Principles of Scientific Management*. Taylor was partly responsible for the notion of universal applicability. Efficiency was then regarded as both end and a process. Therefore, the term efficiency was also regarded as the reduction of expenditure with the same or higher production. He introduced this concept to educational institutions, which

wanted to achieve efficiency by reducing the unit cost. He also elucidated different scholars' notions that the most scholars like Lee Long, (1971); Breneman, (1970); Bowen and Douglas, (1971); Coombs, (1968); Meeth, (1971); and Bowles, (1967) belong to the neo-classical economic orientation and consider efficiency as the ratio between inputs and output.

UNESCO (2002), stated that the concept of efficiency was originally developed and refined by economists who still defined efficiency as the relationship between the inputs into a system (be it Agriculture, Industrial or Educational) and the outputs from that system (be they wheat, vehicles or educated individuals). Therefore an education system is said to be efficient if maximum output is obtained with minimum possible input. Inputs and outputs have somehow to be valued so that they be aggregated and usually prices are used to perform this valuation function. It also stresses the problems of measuring efficiency in education, however are considerable.

However, scholars having a progressive orientation had raised the question about efficiency that determining efficiency only on the basis of inputs and outputs might not provide an ideal or optimum concept. In this respect, it was believed that determining efficiency only on the basis of output would be like ignoring the social benefits of education. Thus, it would be like supporting the capitalist ideology of an educational system, which is purported to enhance the class system in the society by sorting out the deviants from the group.

2.3 Effects of parental level of education on completion rates.

The parental level of education has a great influence on children accessing schooling. Psacharopoulos (1985) found that the father's education, Occupation and income level determine children's' access to school. Ersado (2005) talks of the widely accepted notion that parental education is the most consistent determinant of the child's education and employment decisions. Higher levels of parents education is associated with increased access to education, higher attendance rates as parents tend to be role models for their children. Parents with the same level of education tend to have a positive attitude towards education. In most cases mothers' education level is seen to have an effect on access Ainsworth (2005).

In Tanzania, a study by Alamarai and Peasgood (1998) indicates that education of the head and spouse does increase the probability of completion. Heads having attended primary school increases the girl's chances of completion by 6.7% and boys by 4%. Ministry of Education (2002) showed that parents with professional qualifications ensure that their children remain in school. Parents with low level of education have negative attitudes to education because they do not see the immediate benefit and cannot help their children in areas of academic difficulties which discourage learners hence dropout of school. In Kenya, the government has formulated policies for adult literacy programs and continuing education and non-formal education to mitigate low levels of education.

According to Prinslo (2004), educating one generation has beneficial effects on the next generation. The assumption drawn from this is that children inherit good

education qualities from generation to generation hence they may develop into a cultural value to distinguish one society from another. Parents who are educated assist to choose careers for their children and provide good learning environment. This implies that children from well educated families have more conducive and academically informative environment that propels them to greater and higher education attainment. Such children are exposed to better academic resources, better institutions which increase their chances of access to higher education.

Research done by UNICEF (2004), 55 countries and two Indian states found out that children of educated women are much more likely to go to school and the more schooling the women have received the more probable it is that their children will also benefit from the education. In Kenya, a study by Forum for African Women Educationist (FAWE) found out that of the male community members interviewed, 64% had education levels below class 6 and others did not have formal education in Wajir and Mandera districts. One third of women did not have formal education. Therefore in this case children have no aspirations, role models and mentors in the quest for formal education. Lack of education has contributed negatively especially to girls education as they regard it as a waste of time hence prefer educating boys. Sensitization campaigns, barazas, workshops and seminars are used to create awareness to these community members. According to Nannyonjo H. 2007 pupils with parents who did not finish primary or just finished primary, and pupils with parents who finished senior four or senior six or university performed considerably

better. The highest increase in test scores was for the pupils whose parents had a university degree. Fathers' education had a stronger influence than mothers.

2.4 Effects of family structures on pupils' absenteeism rate

Hunter and May (2003) describes a particularly notable relationship between the family background and dropping out of school. Thus children from poor families, from single parent families, from poorly educated parents are those with fewer role models in higher education and are more likely to drop-out of school. According to Bavora (2008), students living with both parents have lower dropout rates and higher graduation rates compared to students living in other family arrangements. High birth rates are associated with large families and the need for school age children especially in low income families to look after their young siblings Ngau (1991)

There exists a close relationship between absenteeism and variations among the families in the United States. Children who come from families with low income, single parent families and families from racial and ethnic minority status, did not attend school regularly compared to other advantaged families Pryor and Ampiah (2003). Adolescents from certain classes tend to behave in conformity with the standard of environment they come from. The pupils' personalities and the attitudes of the families to education interact in such a way to encourage drop-out behavior. Children witnessing violence in their homes suffer serious cognitive, behavioural, emotional and developmental impairments which significantly alter their lives Jaffe (1990). Studies indicate that 50% - 70% of the cases in which a parent abuses

another, the children are physically abused as well. Adolescents raised in an abusive environment are dramatically more likely to be runaways to engage in teenage prostitution or other delinquent behavior: to be prone to substance abuse or suicide attempts and to commit sexual assaults (Commonwealth of Massachusetts, 1985). Substance abuse affects youth mostly but cuts across all social groups. Alcohol, tobacco, bhang and Khat are the substances most often abused and the youth are also abusing imported illegal substances such as cocaine and mandrax, hence this affects their participation in schools.

Children from unstable families are susceptible to behavior which could undermine their performance in schools Bavora (2008). As early as age three, children's ability to adapt to classroom routines appears to be influenced by their parents' marital status. For instance children growing up with their own married parents are three times less likely than those in any other family structure to experience emotional or behavioural problems such as attention deficit disorder. Overall, children living with their own married parents have fewer behavioural problems compared to children whose parents are living together but not married. Family structure is a deciding factor in a wide range of children behavior that directly influence academic performance including emotional and psychological distress, attention disorders, social misbehavior, substance abuse, sexual activity and teen pregnancy. The rapid spread of substance abuse can be attributed to the breakdown of indigenous society and to the introduction of foreign influences that have made a variety of substance available on large scale (National Agency for the Campaign

against Drug Abuse 2002). Also children who live with domestic violence face increased risks as they develop cognitive and attitudinal problems.

The effects of family structure on academic success continue through high school. Children growing up with non-intact families engage in more adolescent misbehavior which harms grades and test-scores. Marital break-up is associated with a higher incidence of anti-social behavior in the class-room for boys. Family structure in the United States of America influences educational outcomes for children. This has been driven by high and rising rates of unwed child-bearing and divorce which have weakened the educational prospects and achievements in USA.

2.5 Effects of parental level of income on enrolment rates

Poverty and economic challenges of the time contribute to lack of motivation, negative self-concept in terms of academic abilities, failures at school, domestic violence, delinquency and higher drop outs (Abagi and Odipo 1997). The income level is usually determined by the occupation of parents' hence it is a factor that determines access to education. In Mexico, education expanded significantly between 1970-2000. Enrolments rose from 9.7 million in 1970 to 21.6 million in 2000. The poorest states like Nayarit and Chiapas continued to have low below average enrolment and attendance in schools, hence Mexican government introduced several programs and the main one was 'Oportunidades' formerly known as PROGRESSA which provided grants to low income families so that children could attend school and health services.

Research has indicated that children of wealthier households are less likely to drop out of school than their counterparts from poorer households. It has been observed that the wealth effect is significant for both boys and girls, urban and rural children. The economic constraints emerge as an important barrier to school attainment. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out of school.

In Latin America, Africa and South Asia, wastage is prevalent among the pupils or students from low socio-economic background, in the rural than the urban regions and again among girls than the boys (Koech Report 1999). Factors influencing this school wastage according to Psacharopoulos and Woodhall (1985) are poverty which may give rise to illness, malnutrition, absenteeism, the opportunity cost of schooling for poor families, cultural factors, which affect girls in particular, inappropriate curriculum and examinations which is excessively academic and designed to prepare majority of pupils for upper secondary and higher education and a shortage of secondary school places, which leads to repetition at the primary level.

According to Psacharopoulos (1985) the most powerful influences on demand for secondary and higher education and even primary school enrolment rates in some developing countries is the level of family incomes. For instance if poor families in Malaysia choose to send their children in primary and secondary schools, they must make considerable sacrifices. In India, Most parents claim that they do not take

children to school because they cannot afford to buy school uniform and notebooks. In Bangladesh, those who drop out come from lower income families Sabates (2010). According to the Republic of Kenya (2002), about 56% of Kenyan population living below the poverty line is unable to enroll their children in school due to both direct and indirect costs of schooling.

KIPPRA (2004) Under the FPE and FDSE programmes, parents and local communities continue to meet some educational expenses such as building costs, uniform, transport and food. When these costs are very high, both the family and the society may neglect the provision of education. Financial constraints are the main causes of children not enrolling or completing school especially in hunger stricken, ASAL and hardship areas. The issue of fees accelerates school absenteeism in schools. Children whose parents cannot afford fees go to school irregularly and in the long run drop out of school Abagi and Odipo (1997).

2.6 Effects of household duties on pupils' absenteeism

The number of children within a household is important in many cases and can be a significant determinant of access to education (Boyle, Brock, Mace and Sibbons, 2002). Some studies indicate that with larger household sizes and in particular numbers of children, the financial burden or potential workload is greater. According to Schwartz (1995), Jobs increase the percentage of dropouts as students may and also do have to take a job to support themselves or their families.

In most developing countries like Ghana, Kenya, Malawi and many others, poverty, unemployment, corruption, and violence among others are still the main causes of educational wastage and the girl child is the most affected. This is because many people in the developing nations are burdened with high food prices, rising cost of electricity, gasoline or paraffin and essential items and have no savings to invest in education. The disparities are starkest between socio-economic classes, gender, geographical regions and generations.

In Northern Ghana where a cattle rearing is considered prestigious, parents prefer their sons to take care of the cattle rather than go to school. In Nigeria, boys withdraw from schools to go buying and selling, while the girls migrate into the urban Centre's in search of the daily bread Abagi and Odipo (1997). Household chores often affect the girls opportunities to learn by taking away their valuable time that they could spend on their education (UNICEF, 2007). Girls miss school or time to do their homework due to household chores. As the level of poverty rises, Child labor has become crucial for family survival. Child labor is increasingly employed in domestic activities, agriculture and petty trade rural and urban Kenya. Many children in ASAL regions where majority of the parents are economically challenged are lured out of school to engage in income generating activities. Some parents make their children absent from school to take care of their younger siblings while they go hunting for a job in order to earn a living.

In Latin America, Africa and South Asia, wastage is prevalent among students from low socio- economic background, in the rural than the urban and again among girls than the boys (UNESCO, 2004). Factors influencing this school wastage according to Psacharopoulos and Woodhall (1985) are Poverty, which may give rise to illness, malnutrition, absenteeism, the high opportunity cost of schooling for pupils. There exists a close relationship between absenteeism and variations in families in the United States. Children who came from families with low income, single parent families and families from racial and ethnic minority status, did not attend school regularly compared to the others from advantaged families.

Wastage in developing countries has been attributed by the literature above to poverty which gives rise to other social ills. Poverty is one of the socio-economic problems that many governments fight against. Poverty is definitely a factor that has a bearing on purchasing power (the ability to pay fees) without which students will drop out because schools require fees.

2.7 Summary of literature review

Literature was reviewed on various socio economic factors affecting internal efficiency in public primary schools. Enrolment rates were traced with a view of highlighting retention and completion rates which if compromised by the pupils social background would lead to drop outs, repetition, and poor performance. These are indicators of internal efficiency in schools (Abagi and Odipo, 1997).

Many studies on internal efficiency have been done mostly in public primary schools and very few on the public secondary schools in other developing countries like Nigeria and little in Kenya and more particularly in Kakamega South District (Okuom, Simatwa, Olel, and Wichenje, 2012). A study by Bavoro (2008) on primary schools' dropout rate in Mutare District, Zimbabwe concludes that the biggest cause of school dropout is poverty, followed by economic hardships. It was concluded that the least problem is the early marriages and other known reasons. The problems caused by dropouts in the society were also studied. The most serious problems were drug abuse, alcohol drinking as well as other anti-social and unlawful activities with overstaffing occupying second place and heavy work-loads for teachers being the least menace. This study focuses on establishing the socio-economic factors causing internal inefficiency in Kakamega South District.

2.8 Theoretical framework

This study was based on Educational Production Function theory, as advanced by Mace (1979). In the production function theory, education process is looked at as where inputs are converted into outputs. An input is a resource that a firm uses in its' production process for the purpose of creating a good or a service. Education is a kind of industry where people enter as raw materials and come out as finished products. The need to increase access to education at all levels is vital in the education sector as it improves the transition rates. The function shows the relationship between two or more variables. These variables are; Parental level of education, Family structures, Parental level of income and Household duties which

are some of the socio-economic factors influencing internal efficiency in the provision of education.

In an equation form, production function can be represented as:

$A = f (E, S, I, H)$ where;

A = Achievement

E = Parental level of education

S = Family structure

I = Parental level of income

H = Household duties

On the basis of this theory, this study sought to examine the socio-economic factors influencing internal efficiency in the provision of education in public primary schools in Kakamega south district. The theory guided this study because it provided a basis of considering socio-economic factors which promote education in the district for sufficient and efficient human capital. An educated population is a productive population hence there is need to remove the barriers for the population to access education. If socio-economic factors are managed, they will lead to enhanced enrolment; retention reduced drop outs and increased completion and graduation rates.

2.9 Conceptual framework

Figure 2. Influence of socio-economic factors on internal efficiency in the provision of education in public primary schools

The conceptual framework shows various factors that may influence internal efficiency as determined by the socio economic factors. The socio-economic factors include parental level of education, family structures, parental income levels and household duties. The interaction of these factors in the teaching and learning

process may affect pupils' rate of enrolment, dropout and repetition and completion rates which are the main determinants of internal efficiency. High dropout rates and repetition, low completion rates, low retention rates and low enrolment rates of pupils may lead to low internal efficiency and vice versa of the same may lead to high internal efficiency.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology used in the study. Specifically, the chapter discusses research design, target population, sample size and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedure and data analysis techniques.

3.2 Research Design

Research design as defined by Kerlinger and Lee (2000) is the plan and structure of investigation so conceived as to obtain answer to research questions.

Borg and Gall (1989), state that a descriptive survey research is intended to produce statistical information on aspects of education that interest policy makers and educators. This study adopted descriptive survey research design. It was preferred as it explains the existing status of both the dependent and independent variables. It is relevant to this study because it sought to collect data from respondents about the socio economic factors affecting internal efficiency in public primary schools in Kakamega south district.

3.3 Target Population

The study was carried out in public primary schools in Kakamega South District. The target population was 85 public primary schools, 85 head teachers, 956 teachers and 1,107 class eight pupils (District Enrolment Report, 2013).

3.4 Sampling Techniques and Sample Size

Amin (2005) said that randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables thought of by the researcher. Kombo and Tromp (2006), recommend a sample size of 10% to 30% to be representative enough for the study population. Best and Khan (2003), recommend a sample size of 20% to 30% ideal for proving reliable data when selected through random sampling. Therefore, in this study, the number of schools, head teachers and teachers were randomly selected on the basis of 30% recommended by Best and Khan (2003):

$$30/100 \times 85 = 25.5 \text{ 26 schools and 26 head teachers}$$

$$30/100 \times 956 = 286.8 \text{ 287, about 11 teachers from each of 26 schools.}$$

$$1/4 \times 4430 = 1107.332, \text{ class eight pupils}$$

Stratified sampling procedure was used to categorize target population into schools, teachers and pupils. This procedure is an important approach because it avoids mix up of certain parameters that are important in the study (Orodho, 2000). The simple random sampling was used to select 26 public primary schools, 26 head teachers and 287 teachers so that each and every one in the target population had an equal chance of inclusion (Kothari, 2003). 1,107 pupils were sampled using 10% of the target population (Mugenda and Mugenda, 2003).

3.5 Research instruments

The researcher used questionnaires as an instrument of gathering information. According to Kontari (2004), there are two types of data: primary and secondary data. The primary data are those that are collected a fresh and for the first time. Examples are data collected from interviews, group discussion, questionnaires and observations among others. Secondary data are those collected by someone else and which have already passed through the statistical process. For the purpose of this study, the researcher collected primary data from head-teachers, teachers and pupils.

3.6 Validity of the instruments

Content validity refers to the degree to which the content of the items reflects the content domain of interest (Miller, 2003). Best and Khan (2005) suggest that the validity of the instrument is asking the right questions framed from the least ambiguous way and based on study objectives. The instrument was amended according to the experts' comments and recommendations before being administered. For the validation of the instrument, the researcher consulted supervisors and experts in the field of study, who assessed the validity of study instruments. This led to adjustment and modification which increased the instrument validity.

3.7 Reliability of the instruments

According to Mugenda and Mugenda (1999), reliability of an instrument is a measure of the extent to which a research instrument yields consistent results or data after repeated trials in the study. To determine the reliability of the instrument test pre- test method was used where research tools were administered twice to the same people under identical conditions. This procedure revealed the questions that were vague that could lead to respondents interpreting them differently hence adjustments were made accordingly. Reliability was calculated using Pearson's' product moment correlation coefficient. A coefficient of 0.7 was deemed appropriate for this study.

Formular;

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

Where N = Number of respondents

X = Scores from test one

Y= Scores from test two

3.8 Data collection procedure

The researcher applied for a research permit from the National Council of Science and Technology. Upon getting the permit, she proceeded to the study area where she presented the authority letter to the District Commissioner and District Education Officer of Kakamega south district. The researcher visited the sampled schools for introduction and administering of the questionnaires.

3.9 Data analysis techniques

The study generated both qualitative and quantitative data. The data was edited first to identify the errors made by respondents. Qualitative data was coded entailing the identification of categories and themes and analyzed using qualitative methods. The quantitative data was analyzed and tabulated using descriptive statistics including frequency tables and percentages. Statistical Package for Social Sciences was used to analyze and present data in tables.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the analysis of data, interpretation and discussion of the findings. The data was collected with an aim of establishing the influence of socio-economic factors on internal efficiency in the provision of education in public primary schools in Kakamega South district. The study was guided by the following research questions; To what extent does parental level of education affect completion rate of pupils in public primary schools, How does the family structure affect the pupils absenteeism rate in public primary schools, What influence does parental income levels has on enrolment rate of pupils in public primary schools and How do household duties contribute to pupils absenteeism in public primary schools in Kakamega South district. The responses were compiled into frequencies, percentages and presented in cross tabulations.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires that are returned to the researcher from the sample that participated in the survey. The field study involved 645 respondents that included 26 Head-teachers, 287 Class-teachers' and 332 pupils from 26 public primary schools.

Table 4.1 Data collection instrument response rate

Category	Frequency	Percentage
Head-teachers	26	100
Teachers	287	100
Pupils	332	100
Total	645	100

From Table 4.1 above, all head-teachers, class-teachers and pupils returned all the questionnaires making a questionnaire return rate of 100%. These return rates were deemed adequate for this study.

4.3 Demographic information

The demographic information of the respondents that was based on; gender, age-bracket, and teaching experience. The findings are as presented below:

As per gender, twenty six Head-teachers were sampled from 26 public primary schools in Kakamega South District and all of them (100%) were male. The male head teachers involved were those randomly selected. From the field findings, it is evident that there is male dominance since out of all the sampled schools (26) none of them is headed by a female. This may be due to the “belief” that men have good leadership skills as opposed to women in the society.

4.3.1 Class teacher’s gender

The researcher sought to know the class-teachers gender. The findings are as shown in table 4.2 below:

Table 4.2 Class-teachers gender

Gender	Frequency	Percentage
Male	159	55.5
Female	128	44.5
Total	287	100.0

As shown in the table 4.2 above, it is evident that there is male dominance in Kakamega South District. This indicates that males are more valued in public space and leadership positions and gender is still a mirage in the district. This concurs with Koech report (1999) which revealed that gender disparity continued to persist in Kenya.

4.3.2 Pupils' gender

The researcher also sought to know the pupils' gender. The findings are as stipulated below:

Table 4.3 Pupils gender

Gender	Frequency	Percentage
Boys	178	53.6
Girls	154	46.4
Total	332	100.0

From table 4.3 above, there is a clear indication of gender imbalance in Kakamega South district schools as the boys are more than girls. The imbalance is attributed to factors like: culture which highly values boy-child education as opposed to girl-child education in the district.

4.3.3 Head teachers' experience in leadership

The researcher was also interested in knowing the teaching experience of the school head- teachers. The findings are as indicated in table 4.4 below.

Table 4.4 Head teachers' responses on leadership

Experience (years)	Frequency	Percentage
0 - 4	3	11.5
5 - 9	10	38.6
10 - 14	8	30.7
15 and above	5	19.2
Total	26	100

From the table above, it is valid to conclude that majority of the respondents are experienced and this has highly contributed to the effectiveness of the schools internal efficiency. The head-teachers are more instrumental in highlighting causes of internal inefficiency in public primary schools because of the long years of service in leadership and also they are in a position to give useful insights about the school's efficiency.

4.3.4 Class teachers teaching experience

Further, the research was concerned with class teachers teaching experience. A total of 287 class teachers were sampled and the responses are as shown in the table 4.5 below;

Table 4.5 Class teachers' responses on their teaching experience

Experience (years)	Frequency	Percentage
0 – 4	98	34.1
5 – 9	83	28.9
10 – 14	23	8.1
15 and above	83	28.9
Total	287	100.0

From table 4.5, it is worthwhile to conclude that most class teachers are experienced in their work. This greatly contributes to the effectiveness and efficiency in schools provision of quality education. The views of class-teachers are crucial to this study because they have immense information regarding internal efficiency in public primary schools.

4.3.5 Pupils' age

The researcher was also concerned with the class eight pupils age. A total of 332 pupils were sampled and their responses are as stipulated in table 4.6 below;

Table 4.6 Age of class eight pupils

Years	Boys	%	Girls	%
12 – 15	144	80.8	109	70.7
16 and above	34	19.2	45	29.3
Total	178	100.0	154	100.0

From table 4.6 above, one can conclude that the participating pupils were knowledgeable enough to give reliable and accurate responses necessary for the study because none of the pupils was under 12 years.

4.4 Influence of parental level of education on enrolment rates of pupils.

Parents play an important role as models in their children's lives. This triggered the researcher to investigate how parent's level of education influences pupil's enrolment rates in public primary schools. The researcher asked the pupils to indicate their parents' level of education. Their responses are tabulated in table 4.7 below;

Table 4.7 Pupils' response on their parental level of education

Education level	Frequency		Percentage	
	Father	Mother	Father	Mother
Primary level	70	61	42.1	36.7
Secondary level	85	97	51.2	58.4
University level	11	8	6.7	4.9
Total	166	166	100.0	100.0

From the table above, most pupils indicated that their parents were secondary school leavers. It is evident that fathers have more education and the fathers' education tend to be more influential than mothers. The findings are in line with Al-samarai and Peasgood (1998) who argued that primary education of heads or spouse does increase the chances of school completion rates.

The researcher also sought to identify if parents assist their children in doing their homework.

Table 4.8 Pupils responses on assistance of Home-work

Variables	Frequency	Percentage
Not assisted	228	68.6
Assisted	104	31.4
Total	332	100.0

From the table above, majority of the pupils said that their parents did not assist them in doing their homework while a few said that they received assistance from their parents. The findings are supported by Pryor and Ampiah (2003), who argued that non educated parents cannot provide support or often do not appreciate the benefit of schooling. Parents' level of education is crucial because without some level of education assistance cannot be forthcoming. It is evident that most parents do not assist their children with homework may be because they are too poor and pre-occupied with matters of survival to bother about homework; they may be illiterate and unable to be of any help to the child; the home environment may not be conducive for study. But where parents are positive about a child's education and also have less worry in life the tendency will be for them to be helpful to pupils as far as homework is concerned.

Further the researcher asked class- teachers to respond to the fact that pupils are out of school due to their parent’s level of education.

Table 4.9 Class responses on pupils dropping out of school due to parental level of education.

Variables	Frequency	%
Yes	19	6.7
No	268	93.3
Total	287	100.0

From table 4.9 above, majority of the class-teachers felt that parental level of education does not cause pupils to drop out of school. The findings are consistent with Ersado 2005, who pointed out that parental education is the most consistent determinant of the children education.

The researcher also requested class-teachers to explain why they thought pupils dropping out of school were attributed to their parent’s low levels of education. The findings are tabulated below;

Table 4.10 Reasons cited by class-teachers on pupils dropping out of school due to their parents’ level of education.

Reasons	Frequency	%
Family levels of poverty	178	62.1
Child labour	89	31.0

Negative attitude to education	20	6.9
Total	287	100.0

From the table above, majority of the class-teachers indicated that pupils dropped out of school due to family levels of poverty. Despite that parents level of education affected the pupils completion rates in schools, the researcher sought to know if the parents made any follow-up on their children's' progress in public primary schools.

Table 4.11 Class teachers' response on parents' involvement in pupils' progress

Parents' involvement	Frequency	Percentage
Never	220	76.7
Sometimes	47	16.4
Often involved	20	6.9
Total	287	100.0

From the table above, majority of the class-teachers indicated that parents never consulted them or got involved in their children's' progress at school. This reality could be associated with the level of education of parents. Parents who are reasonably educated appreciate the importance and value of education and will tend to be interested in their children's class work. The opposite is the case where the parents' education is very low or even absent. Such parents never bother about the school progress of the children and give less attention to education matters

The research question (1) investigated the influence of parent’s level of education on completion rates of pupils in primary schools. The researcher requested the head-teachers to indicate if the parent’s education levels led to pupils dropping out of school. The findings are tabulated below;

Table 4.12 Head teachers’ responses on effects of parental level of education on completion rates.

Reasons	Frequency	%
Family levels of poverty	10	38.4
Negative attitude to education	12	46.2
To seek employment	4	15.4
Total	26	100.0

From table 4.12 above, most head-teachers (85%) indicated that parents had a negative attitude on the importance of education of their children. The head-teachers reported that an averagely; 7 - 9 girls dropped out of school in Kakamega South district.

4.5 The contribution of family structures on absenteeism of pupils.

Objective (2) was to investigate the contribution of family structure on school absenteeism in public primary schools in Kakamega South district.

Head-teachers were asked if their schools experienced a problem of absenteeism.

Their responses are tabulated in the table below;

Table 4.13 Head teachers' responses on absenteeism

Variables	Frequency	Percentage
Yes	22	84.6
No	4	15.4
Total	26	100.0

From the table 4.13 above, statistics show that majority of the head teachers admitted that their schools faced the problem of absenteeism, while only four head teachers said absenteeism was not a problem in their schools.

Further, the researcher sought to find out the causes of absenteeism from head-teachers and their responses are in the table below;

Table 4.14 Head-teachers responses on the causes for absenteeism

Cause	Frequency	Percentage
Poverty	2	7.6

Sickness	10	38.6
Parental attitude	4	15.5
Child labour	5	19.2
Truancy	2	7.6
Orphan status/ Hiv/Aids	3	11.5
Total	26	100

From table 4.14 above, the twenty six head teachers cited various causes of absenteeism among them; Poverty, Sickness, Parental attitude, Child labor, Truancy, Orphan status and Hiv/Aids as the underlying reasons of absenteeism. Children raised by single parents or other people than their parents were the most affected by absenteeism.

The researcher also requested the class-teachers to give information about absenteeism in their classes. Their responses were as in the table below;

Table 4.15 Class teachers' responses on causes of Absenteeism

Causes	Frequency	Percentage
Poverty	33	11.4
Sickness	118	41.4
Parental attitudes	48	16.7
Child labour	26	9.1
Truancy	10	3.4

Orphan status	36	12.5
HIV/AIDS	16	5.5
Total	287	100

From table 4.14 above, it is evident that absenteeism is a problem in all classes mainly it is caused by sickness. Absenteeism was blamed on diverse problems by all the 287 class-teachers and all the above causes are linked to non-intact families.

Also the pupils were to respond on if absenteeism was a problem in their classes. All the 332 pupils admitted that dropping out of school and absenteeism is a major problem that they witnessed in their classes. When pupils dropout of school before completion and also do not attend school, it is a reflection of a schools' internal inefficiency. This naturally affects schools, the pupils' performance in and out of school.

According to Chiuri and Kiumi (2005) absenteeism affects efficiency through affecting performance in the National Examinations. Thus cases of absenteeism points to the internal inefficiency in education in Kakamega South district.

The pupils were also requested to indicate the number of children in school from their families. This was to ascertain whether there were children who were supposed to have enrolled in schools and they were not. Only about 15.24% of children were not enrolled. This indicated that there was a group of school going age which either did not have access to primary education or had dropped out. This

agrees with Sabates (2010) who says that many children especially from low income and unstable families are either not enrolled in school or have dropped..

4.6 Influence of parental level of income and pupils' completion rates

It is held that parental level of income has an impact on academic performance and pupils' enrolment rate. The study objective (3) sought to identify the influence of parent's levels of income on pupil's enrolment rates in public primary schools.

The researcher sought to identify the average number of pupils enrolled in the schools. The findings are as tabulated in table 4.16 below;

Table 4.16 Head-teachers response on pupil enrolment

Enrolment number	Frequency	Percentage
Below 400	2	7.6
401 - 800	14	53.8
801 and above	10	38.6
Total	26	100.0

From the table above, it can be deduced from these findings that most head teachers had an enrolment of between 401 – 800 pupils in their schools. There is an increase in enrolment and this can be attributed to factors such as: Free primary education and strict educational laws.

The ratio of teacher-pupil per class is recommended to be one to forty pupils. The researcher requested the class-teachers to indicate the average number of pupils in each class in the school. The findings are as follows;

Table 4.17 Class-teachers responses on pupil's enrolment.

Number of pupils	Frequency	%
15 -30	101	35.1
31 -40	186	64.2
Total	287	100.0

From table 4.17 above, majority of schools have class sizes of 31-40. This is a clear indication that the pupils population is in line with the recommended class size. Majority of the class-teachers indicated that they had more boys than girls in their classes. This indicated that there is gender disparity in most classes.

The researcher sought to know if there was class repetition in public primary schools in the district. It is a factor that lowers the pupil's self-esteem which cause pupils rates of completion or drop out from schools affecting the internal efficiency in public primary schools.

Table 4.18 Head teachers' responses on pupils' class repetition

Repeaters in school	Frequency	Percentage
Yes	23	84.5
No	3	11.5
Total	26	100

It can be argued from table 4.18 above that majority of the head-teachers indicated that repetition is evident in their schools, regardless of the educational law

prohibiting pupil class repetition. The findings are consistent with the argument of Bali 1994.

The parents level of income would highly be determined by the type of occupation, thus the researcher also sought to identify these occupations and therefore requested pupils to indicate their parents type of occupation so as to assess the level of parents income which is a great factor that influences enrolment. The findings are stipulated in the table 4.19 below;

Table 4.19 Pupils' response on their parents' occupation

Occupation	Frequency		Percentage	
	Father	Mother	Father	Mother
1	1	1	100	100
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
13	0	0	0	0
14	0	0	0	0
15	0	0	0	0
16	0	0	0	0
17	0	0	0	0
18	0	0	0	0
19	0	0	0	0
20	0	0	0	0
21	0	0	0	0
22	0	0	0	0
23	0	0	0	0
24	0	0	0	0
25	0	0	0	0
26	0	0	0	0
27	0	0	0	0
28	0	0	0	0
29	0	0	0	0
30	0	0	0	0
31	0	0	0	0
32	0	0	0	0
33	0	0	0	0
34	0	0	0	0
35	0	0	0	0
36	0	0	0	0
37	0	0	0	0
38	0	0	0	0
39	0	0	0	0
40	0	0	0	0
41	0	0	0	0
42	0	0	0	0
43	0	0	0	0
44	0	0	0	0
45	0	0	0	0
46	0	0	0	0
47	0	0	0	0
48	0	0	0	0
49	0	0	0	0
50	0	0	0	0

White collar	49	8	27.5	5.1
Subsistence farming	60	78	33.7	50.6
Small scale business	47	57	26.5	37.1
Casual work	22	11	12.3	7.2
Total	178	154	100.0	100.0

From Table 4.19 above, majority of parents are in subsistence farming, a sector that is mostly associated with rural poverty. Out of the sampled respondents 41.5% reported that their parents were in subsistence farming while 31.2% pupils reported that their parents were in small scale business. The findings are consistent with Carsado (2007) who argued that poverty is the most common and contributory reason for the pupils to be out of school.

There may be a correlation between parents' occupations and pupils' access to school and progress. When parents are in jobs that reward well, they will have the resources to properly support the children's education without straining. Those occupying lowly paying jobs may not be as supportive of children's education because of resource limitations and this will affect the children's performance. Such children will not have the necessary learning materials. This reality will affect a school's internal efficiency.

The researcher further requested pupils to indicate the number of their siblings who completed primary education to find out on the possibility that , there were pupils

who dropped out or repeated classes in schools. The findings are as shown in the table below;

Table 4.20 Pupils responses on sibling's completion of primary education.

	Frequency	Percentage
Boys	271	94.4
Girls	16	5.6
Total	287	100.0

From the table 4.13 above, the statistics show that boys completed primary school education than girls. A study by FAWE ascertained that some communities had higher preferences for boy education.

Objective (3) examined the influence of parent's level of income which is determined by the type of occupation on pupil enrolment. The researcher also sought to identify if it led to pupils being sent home to get money to pay teachers employed by parents or other school levies. The findings are stipulated in the table below;

Table 4.21 Pupils responses on being sent home for school levies

Variables	Frequency	Percentage
Quite often	158	47.5
Often	174	52.5
Total	332	100.0

From table 4.19 above, it is evident that majority of pupils are often sent home for non-payment of levies; Payment of teachers employed by parents, lunch (maize and beans), trip money among others. The findings ascertain Hunter and May (2003) who claimed poverty is a plausible explanation of school disruption.

The researcher asked the pupils to comment on their parents financial background. The findings are as stipulated below; The 332 sampled pupils who participated in the field study indicated that their parents' financial backgrounds could be described as very rich, rich, average, poor or very poor.

Table 4.22 Pupils' response on their parents' financial background

Financial status	Frequency	Percentage
Rich	27	8.1
Average	223	67.2
Poor	70	21.1
Very poor	12	3.6
Total	332	100.0

From Table 4.22 above, the majority of the pupils indicated that their parents were average financially. This area is rather controversial because the criteria for

determining financial circumstances were not given in which case the outcome is unreliable. But when one considers that the majority of the parents are in subsistence farming, small scale business and casual employment, then it is evident that most parents are poor in the district. The findings are in line with Psacharapoulous (1985) that most powerful influences on demand for primary school enrolment rates in developing countries are the level of family income.

4. 7 The contribution of household duties and pupils’ absenteeism

Objective (4) the researcher sought to investigate the contribution of household duties on pupil’s absenteeism in public primary schools. Parents with low levels of education were found to engage their children in household chores or duties which compromised their academic performance. The pupils were required to indicate whether they thought household duties at home affected their performance in school. The findings were as follows;

Table 4.23 Pupils response on household duties

Variables	Frequency	Percentage
Yes	183	55.1
No	149	44.9
Total	332	100.0

From the table 4.23 above, majority of the pupils suggested that household chores affected their academic performance by making them absent from school, making them not to concentrate when doing their private studies at home, while a few of the

pupils did not think that work at home affected their class work. But it was noted that most of those who belonged to the former category were girls and those in the latter category were boys. Since education is a basic right, pupils must be facilitated by reducing the household workload so that they can pay more attention on school work.

Abagi and Odipo (2001) observed that as poverty levels rises, child labour becomes crucial for the family. Household duties often affect girls opportunities to learn by taking away their valuable time that they could spend on their education (UNICEF 2007).

Further, the researcher required the respondents to give information on academic performance in schools. Both the head-teachers and class-teachers gave responses as in the table below;

Table 4.24 Academic performance

Variables	Frequency	Percentage
Good	4	15.4
Average	17	65.4
Below average	5	19.2
Totals	26	100

Based on these findings, it is valid to conclude that academic performance among public primary schools in Kakamega South district is average as supported by over half (65.4%) of the respondents and below average (20%). The classes are equally performing averagely and below average. Therefore academic performance in the

district is average an indication that there is internal inefficiency in schools. The results of this study mimics UNDP (2001), who established that performance of pupils in Kenya Certificate of Primary Education has been below average. Poverty levels has forced many pupils to dropout and because of many cases of absenteeism, the performance in National Examinations is below average.

The study also sought to establish major causes of pupils dropping out of school.

Table 4.25 General causes of pupils dropping out of school.

Causes	Boys	Girls
Poverty levels	40	60
Poor performance	35	50
Child labour	45	55
Sickness	45	40
Teen pregnancy	0	60
Negative attitudes of parents	40	60
School levies	65	70
Early marriages	15	56
Distance from home to school	60	60

From Table 4.25 above, it indicates that there are several factors that make children to drop out of school. These factors vary with the gender of respondents. Some of the factors that affect girls more than the boys include teen pregnancies, as attested by 60% of the pupils, child labour also affects both sexes 45% and 55% respectively. Girls are more affected by school levies by 70% more than boys

implying that boys are favoured than girls by their parents. This findings concurred with UNDP (2001), The lower enrolment of girls in schools are mainly due to relatively higher dropout rates because of social-cultural factors as early marriages, child labour, teen pregnancies and poverty.

Girls miss school or time to do their home-work due to household duties. All these factors hinder children from accessing education hence affecting internal efficiency in public primary schools in Kakamega South district

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The study sought to investigate the influence of socio-economic factors influencing internal efficiency in the provision of education in public primary schools in Kakamega South district. The study was guided by the following objectives; to determine the extent to which parental level of education affect completion rate of pupils in public primary schools, to establish the effect of family structure on pupils absenteeism, to examine the effect of parental income level on enrolment rate of pupils 'and to establish the contribution of household duties on pupils' absenteeism in public primary schools in Kakamega South district. The major limitation of the study was to obtain information from students who after enrolling were unable to complete their studies who could have given reliable information.

The literature review outlined the historical evolution of internal efficiency, summary of literature review, theoretical framework that was based on Educational production theory and the conceptual framework. The study employed a descriptive survey research design and targeted 85 schools, 85 head-teachers, 956 class-teachers and 1,107 standard eight pupils. To confirm validity, the study involved the

university supervisors for expert judgment. To confirm reliability of the instrument, a pilot study was carried out.

The responses from 645 respondents from public primary schools in Kakamega south district were insightful and elaborated issues in the literature reviewed. The results from the field highlighted the following points; a schools' internal efficiency comprised of the amount of learning during school age attendance, compared to the resources provided. The percentage of entering students who complete the course is often used as (its) measure. Internal efficiency of an education system is revealed by the promotion, repetition and dropout rates.

5.3 Summary of the study findings

From the research findings, the researcher examined objective one; to determine the extent to which parental level of education affect completion rate of public primary schools in Kakamega South district. It was established that parents' education level and background is crucial in a pupils' progress in education. 56.8% of the parents in Kakamega South district have a primary or a secondary level of education and because of these low levels of education, it is considered as a reason as to why most parents are not significantly involved in the class-room progress of their children and also is never involved in helping out on homework. This reality is blamed on poverty where 84.3% of the parents are subsistence farmers. Majority of the class teachers 62.1% indicated that dropout cases were experienced among public primary schools in Kakamega South district and the causes of this reality was

poverty which resulted from parental low levels of education, sickness, early pregnancies, child labor, unaffordable school levies, poor performance and family instability.

Objective two; to establish the effect of family structure on pupils' absenteeism rates in public primary schools in Kakamega South district. The study established that the composition and membership of the family and the organization and patterning of relationships among individual members plays a vital role on the pupils' education. Head teachers and class teachers confirmed that absenteeism was a problem in their schools at 60% and 65% respectively hence sickness was a strong factor leading to education difficulties for children. Children from non-intact families had significantly higher rates of difficulty with all levels of education hence affecting the pupils' completion rate. Majority of the head teachers indicated that family structure was found out to be a deciding factor in a wide range of pupils' behavior which directly influences the academic performance including emotional and psychological stress, attention disorders, social misbehavior, substance abuse, sexual activity and teen pregnancy which lowers the completion rates in schools. 65% of the head teachers indicated that pupils living with both parents had a lower drop-out rate and higher graduation rates compared to pupils living in other family arrangements. Also children from larger household sizes and in particular large numbers of children had a lower completion rate compared to families with fewer children as the financial burden is greater to the larger family household putting in mind that most parents in Kakamega South district are poor

hence cannot afford to provide for all the needs required by these children. Due to these, repetition has continued to take place in public primary schools in Kakamega South district, causes being; absenteeism, family structure and instability, sickness, poverty, parental level of education, slow learners status and poor class-room handling. Therefore these has led to repetition problem in schools

Objective three; to examine the effect of parental income level on enrolment rate of pupils in public primary schools in Kakamega South district. 67% of the pupils view their parents financial status as average while 21.1% come from poor households. Most parents in Kakamega South district can be depicted as poor and very poor. Low levels of parental income are associated with low levels of parental education which affects the completion rate of pupils in schools. Children of wealthier households are less likely to drop out of school than their counterparts from poorer households hence economic constraints emerge as an important barrier to school attainment and are the main cause of pupils not enrolling or completing school. Majority of the head teachers (77.6) indicated that school levies accelerated school absenteeism in most schools in Kakamega South district and in the long run drop out of school. As a result, this has affected the academic class-room performance. 70% of the Pupils are sent home because of non-payment of levies imposed or some other reasons such as lack of birth registration certificate, which is against the law.

Objective four; to establish the contribution of household duties on pupils' absenteeism in public primary schools in Kakamega south district. The study established that 55.1% of pupils indicated that household duties tend to affect pupils class-room performance because they are not able to focus maximally on school work. The girl children are the most affected. The prevailing poor economic conditions have caused many families to live in severe poverty in this district making it difficult for them to provide immediate needs for the most vulnerable children; food, shelter and education. 30% of the pupils drop out of school to fend for their families, engage in child labour which is caused by the diminishing income at the family level as well as Hiv/Aid.

5.4 Conclusions

The study achieved its objectives in assessing the socio-economic factors influencing internal efficiency in the provision of education in public primary schools in Kakamega South district. The factors included; Parental levels of education, Family structure, parental level of income and household duties.

The study findings led the researcher to conclude that parents levels of income was low due to the fact that majority of the pupils indicated that their parents are subsistent farmers. Majority of the class-teachers indicated that low parental levels of education causes pupils drop out due to the negative attitudes hence pupils' low academic progress either, leads to repetition or drop out which affects the completion rates. Family structure has been found to be a major factor that influences inefficiency in schools because children from single parent household are

mainly poor hence unable to pay fees. It can be concluded that household duties affects internal efficiency because pupils are forced to be out of school to attend to household duties and lack concentration due to fatigue associated to household chores.

5.5 Recommendations

Based on the findings of the study, the researcher recommends the following;

- i. The impoverished economic status of the area or district should be addressed as a matter of urgency by the community with the assistance of the government for the parents to have reliable sources of income to economically support their children in school. There should be a departure from the reliance on formal or salaried employment which at the moment accounts for less than 30% of the total employment. There is a lot of potential in Agriculture which could be exploited.

- ii. Encourage and compel more substantive and sustained involvement of parents and the community in the pupil's education affairs in schools. Parent-teacher associations are required to be more engaged and assertive. Parents and the communities have tended to be casual and indifferent on matters that relate to pupils education progress maybe because of social-economic circumstances parents and communities have not been very forthcoming. This reality not

withstanding they must be reminded that the education of children is a cordial responsibility. They must cultivate a positive attitude towards the education of their children.

- iii. Through PTAs, churches, counseling agencies and grassroots administration, households and communities must be sensitized and educated against negative attitudes and values that tend to undermine the progress of pupils' education such as child labour, forced marriages and rituals like circumcision that keep victims away from schools for unduly lengthy periods.
- iv. Strictly enforce the adherence to the education Act that now has provisions that compel parents and communities to send and facilitate retention of pupils in schools or risk legal sanctions.
- v. A need to continuously strengthen and restructure the quality control system in the ministry of education, redefining its' role. Focus, modalities and staffing. In this way it will effectively monitor operations in schools including those that relate to activities between schools and parents and the community. They will ensure that mechanisms exist that require the maximum involvement of parents and communities in the education affairs and progress of pupils in schools.

5.5 Suggestion for further study.

What is the state of internal efficiency in private primary schools? This question is more relevant because the private sector is a major provider of primary school education.

- i. It is suggested that research be conducted to determine the status of internal efficiency in private primary schools in Kenya.
- ii. There is also a need to carryout a study on institutional based factors that affect efficiency in public primary schools in Kenya.*

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APPENDICES

APPENDIX 1:

LETTER OF INTRODUCTION TO THE RESPONDENTS

University of Nairobi

P. O Box 30197

NAIROBI

TO;

ALL HEAD-TEACHERS,

KAKAMEGA SOUTH DISTRICT

Dear Respondent

RE: DATA COLLECTION

I am a postgraduate student at the University of Nairobi within the Department of Administration and Planning. Currently, I am carrying out a research on; **Socio-Economic Factors Influencing Internal Efficiency in the provision of education in public Primary Schools in Kakamega South District, Kenya**. Kindly, respond to the questionnaires attached and the information provided will be treated with strict confidentiality for the purpose of this study.

Thank you in anticipation

Yours faithfully,

Phillipine K Mukeya

APPENDIX 2

QUESTIONNAIRE FOR HEAD TEACHERS

Academic performance in primary schools can be influenced by several factors. This questionnaire seeks to investigate in particular the influence of socio economic factors on internal efficiency in the provision of education in public primary schools. The information you provide is very important for this study.

General information

1. What is your gender Male () Female ()
2. How long have you been in the teaching profession years
- 3 How long have you been a head teacher..... years

Part B Indicators of internal efficiency

- 4 What is your current pupil enrolment boys () Girls ()

Indicate the number of boys and girls in each class in the year 2013

Class	1	2	3	4	5	6	7	8
--------------	----------	----------	----------	----------	----------	----------	----------	----------

Boys

Girls

Total

- 5 a) Do you have pupils who are repeating these classes? Yes () No ()

b) If yes, give the number of pupils who are repeaters in each class in the year 2013.

Class	1	2	3	4	5	6	7	8
--------------	----------	----------	----------	----------	----------	----------	----------	----------

Boys

Girls

Total

6 a) Do you consider absenteeism as a problem in school? Yes () No ()

b) If yes, how many pupils may be absent on average per week?

30 - 39 ()

40 - 50 ()

20 - 29 ()

10 - 19 ()

7. How has been academic performance in your school?

Good () Average () below average () Poor ()

Part C:

8. What are the causes of the following?

A Absenteeism of pupils

.....
.....

B Repetition of pupils

.....
.....

C Drop out of pupils

.....
.....

9 a) Are there students who dropped out of school in the course of this year 2013?

Yes () No ()

Indicate the number of boys and girls who dropped out in every class.

Class 1 2 3 4 5 6 7 8

Boys

Girls

Total

10. The following are the likely causes of dropouts of students in school. Tick the reasons applicable in your school.

- (a) Household duties at home []
- (b) Inability to pay school levies []
- (c) Family structures []
- (d) Poor academic performance []
- (e) Influence of low levels of parental education []

11. How often are children sent home for the following reasons in your school?

Reasons	Quite often	Often	Never
Lack of examination money	[]	[]	[]
No uniform	[]	[]	[]
Lack of money for PA Teachers	[]	[]	[]
Money or food for lunch program	[]	[]	[]

12. Doesn't parental level of education contribute to pupils completing their education in you school? Yes No If Yes, explain

.....
.....

APPENDIX 2

CLASS TEACHER QUESTIONNAIRE

Academic performance in primary schools can be influenced by several factors. This questionnaire seeks to investigate in particular the influence of socio economic factors on internal efficiency in the provision of education in public primary schools. The information you provide is very important for this study.

General information

1. What is your gender Male () Female ()
2. How long have you been in the teaching profession years
3. How many pupils are enrolled in your class? Boys () Girls ()

Part B Indicators of internal efficiency

4. Do you consider absenteeism as a problem in your class? Yes () No ()
If Yes how many per week 1 – 5 () 6 – 10 ()

5. Do you have students who repeated in your class? Yes () No ()

(b) Give comments on parents/guardian involvement on academic matters of pupils who _____ are repeaters.....

6. The following factors are likely causes of dropout of students from school. Insert numbers 1,2,3,4 into the boxes attached to the causes of dropout given below according to their order of prevalence: **1 = most prevalent; 2 = prevalent; 3 = fairly prevalent and 4 = least prevalent**

- i) Low academic achievement []
- ii) Lack of school fees []
- iii) Engage in household duties or child labour at home []
- iv) Absenteeism []

7. How often do parents consult you about the progress of their children?

Often () Sometimes () Never ()

.....

....

8. Pupils in your class become absent, do not enroll in school or drop out of school

due to the following. Circle the number attached to the correct answer.

5- (SA) Strongly Agree

4- (A) Agree

3- (UN) Undecided

2- (D) Disagree

1- (SD) Strong Disagree

a) Pupils who drop out of school come from poor families 5 4

3 2 1

b) Pupils who perform poorly in academics decide to drop out of school 5 4 3 2 1

c) Pupils are absent to assist their parents with work at home.

5 4 3 2 1

d) Drug abuse results in school dropouts

5 4 3 2 1

e) Late school starters drop out before completion

5 4 3 2 1

f) Early school starters drop out before completion

5 4 3 2 1

g) Pupils who are orphans drop out of school before completion -

5 4 3 2 1

h) Most dropouts are female

5 4 3 2 1

i) Pupil who dropout are those of parents whose level of education
is low 5 4 3 2

j) Pupils who drop out are those whose both parents live together

5 4 3 2 1

9. How often are your pupils absent from your class?

(a) Very regularly [] (b) Regularly [] (c) Never []

10 The following statements are associated with different types of family structures that affect pupils' performance in schools and their completion rate. Circle the number attached to the correct answer below;

5- (SA) strongly agree

4- (A) Agree

3- (UN) Undecided

2- (D) Disagree

1- (SD) Strong Disagree

Pupils living with both parents have lower drop-out rate. 5 4 3 2 1

Pupils from single parents are more likely to drop out of school. 5 4 3 2 1

Pupils from smaller households have higher completion rate in school. 5 4 3 2 1

Pupils from poor families are more likely to drop out of school. 5 4 3 2 1

Pupils from wealthier families have less chance of drop-out rates. 5 4 3 2 1

Pupils from unstable families are susceptible to behavior that can undermine their performance. 5 4 3 2 1

11. State common reasons for students' absenteeism in your class.

i)

ii)

iii)

13. Do you attribute dropping out of pupils from school to low levels of their parents' education in your class? Yes () No ()

Explain.....

14. How has been general academic performance in your class?

Excellent () Good () Average () below average () Poor ()

15. What are the other causes of pupils drop-out from your class?

a)

b)

c)

APPENDIX 3

STUDENTS QUESTIONNAIRE

Academic performance in primary schools can be influenced by several factors. This questionnaire seeks to investigate in particular the influence of socio economic factors on internal efficiency in the provision of education in public primary schools. The information you provide is very important for this study.

General information

1. What is your gender Boy () Girl ()
2. How old are you
3. How many children in your family are in school? Boys () Girls ()

Part B Indicators of internal efficiency

4. Are there repeaters in your class? Yes () No ()

If yes, how many?

5. Have some of your classmates dropped out of school? Yes () No ()

6. Is absenteeism a problem in your class? Yes () No ()

7. What is your Fathers' occupation?

(Subsistent farmer, Casual labourer, Business, White collar job)

8 What is your Mothers' occupation?

(Subsistence farmer, Casual labourer, Business, White collar job)

9 If a boy or a girl in your family qualifies to join secondary school, who would your parents prefer to take to the secondary school?

10 What is your parents highest academic qualification level?

Father Primary () Secondary () University () other

Mother Primary () Secondary () University () other

11 How can you rate your family financial background?

Very rich () Average ()

Rich () Poor () Very poor ()

12. Do you think household duties affect your academic performance?

Yes () No ()

13. How often are you sent home to bring money for examination and payment of teachers employed by the school?

Rarely () Often () Quite often ()

14. Do your parents assist you in doing your homework? Yes No

15 How many bothers and sisters have completed primary school education?

Sisters () Brothers ()

APPENDIX 4:
AUTHORIZATION LETTER

APPENDIX 5:
RESEARCH PERMIT