

**INFLUENCE OF SOCIO-ECONOMIC FACTORS ON INTERNAL
EFFICIENCY IN THE PROVISION OF SECONDARY SCHOOL
EDUCATION IN MUKAA DISTRICT, KENYA**

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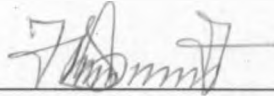
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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Educational Planning
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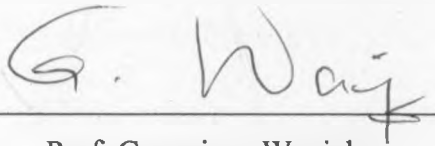
DECLARATION

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

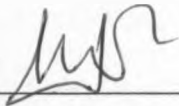


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DEDICATION

To my wife, Sophia Mburu and my Sons, Steve and Victor.

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First and foremost, I thank Almighty God for the gift of life and for His divine purpose in my life. His sufficient grace has seen me complete this work successfully. I sincerely express my indebtedness and deep sense of gratitude to my research supervisors Prof. Genevieve Wanjala and Dr. Ibrahim Khatete for their untiring help, unstinted support and inspiring guidance throughout the period of study.

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LIST OF ACRONYMS AND ABBREVIATIONS

ASALS	- Arid and Semi-Arid Lands
CDF	- Constituency Development Fund
EFA	- Education for All
FDSE	- Free Day Secondary Education
FPE	- Free Primary Education
GDP	- Gross Domestic Product
GER	- Gross Enrollment Ratio
GPI	- Gender Parity Index
MOE	- Ministry of Education
NER	- Net Enrolment Rates
SPSS	- Statistical Package for Social Sciences
TSC	- Teachers Service Commission
UNESCO	- United Nations Education Science and Cultural Organization
UNICEF	- United Nations Children Education Fund
UNDP	- United Nations Development Program

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ABSTRACT

This study was carried out to investigate the influence of socio-economic factors on internal efficiency in the provision of secondary school education in Mukaa district. The objectives guiding the study were; to establish the effect of parents' poverty levels on access to secondary school education, to determine the influence of parental level of education on children participation in secondary education, to establish the extent to which gender preferences contributes to drop outs and access to secondary education, to establish the contribution of household duties and child labour on performance in national examinations, to investigate the contribution of family structure and stability on school absenteeism in secondary schools and to determine the influence of early marriages and sexual harassment on access and participation in secondary school education.

This was a descriptive survey research that targeted 34 secondary schools in the district. All the 224 class teachers and 1583 form four students were targeted. Two schools were randomly selected for the pilot study. All head teachers from 32 schools participated in this study. 32 teachers and 170 students were randomly sampled. The instrument for data collection was the questionnaire.

Data was analyzed using Statistical Package for Social Sciences (SPSS) program and presented using tables, frequencies, percentages and charts. The analysis revealed several socio-economic factors influencing internal efficiency in the provision of secondary education in Mukaa District. These factors are parental poverty levels, parental level of education, gender preferences, household chores and child labour, family structure and stability and early marriages. The study found out that, cases of dropouts, absenteeism, repetition and poor academic performance are common in the district. Some of other factors contributing to drop out in the district are distance of school from home, lack of interest in schooling, peer pressure, indiscipline and drug abuse. From the findings of the study, the researcher gave several recommendations that will help to curb the problem and also offered suggestions for further research. The researcher recommends that the ministry of education in corroboration with other stakeholders should enhance laws that protect girl child, the community need to be sensitized to treat all children equally regardless of gender and the head teachers should be ready to readmit girls who drop out due to early pregnancy.

The suggestions for further study include the need to replicate this study in many districts in Kenya, in order to find out whether the socio-economic factors affecting internal efficiency in school are the same and there is need to carry out a study on institutional-based factors that affect internal efficiency in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the problem

Education is a fundamental right of every person (World Education Forum, 2000). Countries and governments of the world have therefore strived to provide education to all of their citizens. Hence, formal education has become the greatest consumer of revenue. Malawi, for example, allocated 4.2% of its Gross Domestic Product (GDP) towards public education expenditure in 2007 (Sabates, 2010), France allocated 5.58% in 2008 (World Bank, 2010) and Kenya's was 6.18% in 2009. Education reform efforts, especially in less developed countries, have aimed at making education an effective tool for national development.

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

According to Kenya Institute of Public Policy Research and Analysis (2003), the high cost of education and household poverty levels often pushes the students to do

menial jobs to supplement the meager family incomes. UNICEF (2004) says that labour participation by person below the age of 15 years is not only widespread but it is also 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.

Developed countries have higher enrollment rates than developing countries. France, for example, had a secondary school net enrollment rate of 98.22% in 2009 (World Bank, 2010), while Morocco's was 55.8% in 2007 and Kenya's was 29.8% in 2008. Learning institutions also faces the problem of students dropping out of school. In California, about one quarter (25%) of all students who enter the ninth grade fail to earn a diploma four years later (Bavaro, 2008). In Malawi, only 30% of 15-19 year olds completed schooling in 2006 (Sabates, 2010), while in Nigeria, dropout rates were 4.1% in 2004 and 6.7% in 2005 in the Delta State (Nakpodia, 2010). Table 1.1 below shows gross enrollment ratios of few selected countries.

Table 1.1: Gross enrollment ratios 2007-2009

Country	2007	2008	2009
Argentina	85	86	89
Bangladesh	47	45	49
Belgium	112	111	111
Kenya	52	59	60
Tanzania	20	25	27

Source: World Bank, 2011; School Enrollments in Kenya, Secondary Schools.

According to Kenya Institute of Public Policy Research and Analysis (2003), the high cost of education and household poverty level are critical factors affecting student's enrolment and participation. In Afghanistan, girls still face many challenges which prevent them from accessing school, such as long distances between their homes and schools, restricted movement, shortage of teachers and more so female teachers, poor facilities, and most importantly, the lack of value placed on female education (UNESCO, 2012). The U.S Center for Marriage and Family released a study in November 2005 that shows broken family structures consistently lead to education difficulties for children (Schultz, 2006). The report found that children from non-intact families have significantly higher rates of difficulty with all levels of education. Family structure is a deciding factor in a wide range of child behaviors that directly influence academic performance, including emotional and psychological distress, attention disorders, social misbehavior,

substance abuse, sexual activity and teen pregnancy. (Dickinson & DeTemple, 1998, as cited in Fantuzzo et al. 2004).

The education that children receive is very much dependent on the education that their parents received when they were children (Gratz, 2006). Early marriage constitutes a barrier to education and enjoyment of girl's human rights and it further threatens the development of countries (Bayisenge, 2009). According to UNICEF (2001), 40 per cent and 49 per cent of girls under 19 in Central and West Africa respectively are married compared to 27% in East Africa and 20% in Northern and Southern Africa . Children in North America are more likely to flourish in school when they are raised in an intact, married family, when their parents are affectionate and involved, and when at least one parent is employed full-time (Eloundou-Enyegue, Lee and Thornton, 2012)

In Kenya, enrollments at secondary school level have been low as Table 1.2 shows.

Table 1.2: Secondary GER and NER by gender 2004- 2008

	2005		2006		2007		2008	
	boys	girls	boys	Girls	boys	girls	boys	girls
GER	31.3	27.2	34.6	29.9	40.4	33.3	46.3	38.8
NER	21.9	19.1	24.2	20.9	25.2	23.2	29.8	27.9

Source: Economic survey, 2009 in National Education Support Strategy for the Republic of Kenya (UNESCO, 2010)

The GER and NER vary regionally. In 2007, Central Province registered the highest participation level for both boys and girls recording a GER of 51.3% and 51.3% respectively while the lowest GER was registered in North Eastern Province at 9.7% for boys and 4.4% for girls followed by Coast Province with GER of 29.2 percent for boys and 22.7 percent for girls. Data shows that the survival rates declined from 97.1% in 2005 to 87.5% in 2006 and increased marginally to 91.8% in 2007 (MOE, 2008). Men have higher enrolments at all education levels than women irrespective of poverty or region (UNDP, 2001). This is confirmed by GER and NER in table 2. In 2008, for example, NER for boys and girls was 29.8 and 27.9 respectively. According to UNDP (2001), the lower enrolments of women are mainly due to relatively higher dropout rates among girls because of socio-cultural factors as early or forced marriages, child labour, teenage pregnancies and poverty. Girls miss school or time for homework due to household chores.

1.2. Statement of the problem

The government introduced major reforms and innovations in the education sector to improve access and participation to basic education, in terms of high retention and completion rates and ensure equity for all children to enroll in schools. Some of the measures include Free Primary Education (FPE) and Free Day Secondary Education (FDSE), introduced in 2002 and 2008 respectively, provision of bursaries through the Ministry of Education and Constituency Development Fund (CDF), mobilizing community participation and sponsorship of students by religious organizations and

NGOs (MOE, 2010). However, poverty is a major development challenge in Makueni County in which Mukaa is one of the districts.

The poor constitute about 73.5 per cent of the total population (National Coordination Agency for Population and Development, 2005). A major effect of poverty is the high rate of school dropouts, as parents cannot meet the education costs (Republic of Kenya, 2009). For example in 2009, 19.71% candidates scored quality grades (C+ and above) in Kenya Certificate of Secondary Education (KCSE). In 2010, 24.78% candidates scored quality grades. Hence the performance has not been good. According to Chiuri and Kiumi (2005), poor performance in national examinations and high rates of repetition and drop outs are evidence of internal inefficiency of an education system. This indicates some schools in the district could be inefficient in their operations. Hence, the research was interested in finding out the socio-economic factors responsible for low enrollments, high drop out rates, absenteeism, repetition and poor performance in national examinations in Mukaa district schools.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of social factors on internal efficiency in the provision of secondary school education in Mukaa District.

1.4 Objectives of the study

The main objective of the study was to establish the influence of parents' socio-economic status on access, participation and performance of students in secondary schools.

The specific objectives were to:

- i) To establish the effect of parents' poverty levels on their children's access to secondary school education in Mukaa District.
- ii) To determine the influence of parental level of education on their children's participation in secondary education.
- iii) To establish the extent to which gender preferences contribute to drop outs from secondary school education.
- iv) To investigate the contribution of family structure and stability on School absenteeism in secondary schools.
- v) To determine the influence of early marriages and sexual harassment on access and participation in secondary school education.

1.5 Research questions

The research was guided by the following questions.

- i) To what extent is the influence of parents' poverty levels on access to secondary school education in Mukaa District?
- ii) To what extent is the influence of parental level of education on children participation in secondary education?

- iii) What is the contribution of gender preferences on drop outs from secondary school education?
- iv) How do family structure and stability contribute to school absenteeism in secondary schools?
- v) To what extent is the influence of early marriages and sexual harassment on access and participation in secondary school education?

1.6. Significance of the study

As the ministry continues to improve access and equity in education, the study findings may inform the ministry of the need to improve internal efficiency in the schools in order to ensure that students enrolled in form one complete their designated cycle having performed well in their examinations. School administrators and managers may use the findings to improve on retention and ensure students attain better grades in examinations.

1.7 Limitations of the study

The study faced several limitations. The major limitation was that the researcher was not be able to reach those students who have dropped out of school to know the reasons why they are not in school. This prompted the researcher to use the views of those present in school and the class teachers to get the required information.

1.8. Delimitations of the study

The study was confined to the principals, class teachers and students from secondary schools in Mukaa district. Those included in the sample were those in session in the respective institutions by the time of the study. There are other factors influencing internal efficiency in schools but this study focused on parents' social factors.

1.9 Basic assumptions of the study

The researcher assumed that

- (i) The respondents would give genuine responses and
- (ii) The views of students and teachers would adequately represent those that would have been captured from the parents and students who dropped out of school.

1.10. Definition of operational terms

Completion rate: - the ratio of students who successfully complete form four compared to the number of the same group who enrolled in form one four years earlier.

Dropout rate: Refers to the ratio of students leaving the school cycle before a terminal point divided by the number of students in the grade from which they are drawn.

Efficiency: - the ability to obtain maximum output from a given input.

Gender disparity: In this study, it is the difference between the number of male and female student in secondary schools.

Gross enrollment ratio: the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education in question.

Internal efficiency: - Ability of an education system to enroll at the beginning of a cycle and ensure completion. Differently, it is the relationship between the education system output and the corresponding input that went into producing them.

Net enrollment ratio: Refers to the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age.

Repetition rate: refers to pupils who repeat the same grade in a subsequent year divided by the number of pupils in same grade in the previous year.

Social factors-(e.g. early marriages, female circumcision, household duties).refers to social practices that either limit or enhance children's access and retention in education

1.11. Organization of the study

This study is organized into five chapters. Chapter one focuses on background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, organization of the study and definition of operational terms. Chapter two dwells on literature review of the study. It details how social-economic factors influence internal efficiency in secondary schools. Chapter three covers the research methodology by focusing on the research design, the target population, sampling techniques and sample size, research instruments,

validity of research instruments, instruments reliability, pilot study, data collection procedures and data analysis techniques. Chapter four focused on data analysis and interpretation. Chapter five dwells on the summary and recommendations of the study.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, an attempt has been made to trace the parents' socio-economic factors influencing internal efficiency in the secondary school education. Views of various authors and researchers were examined with special emphasis placed on the social-economic factors that affect internal efficiency in secondary schools.

2.2 Socio-economic factors affecting internal efficiency in secondary school education

In economics of education, the term efficiency is defined as the ability to produce the maximum or finest products from the resources that have been invested. According to Mbiti (2007), efficiency is the maximization of profit or appropriate, timely and prudent utilization of available resources in achieving desired results. In economics, efficiency is defined as the ability to produce maximum or the finest products from the resources that have been invested. In education, it is about all the inputs and efforts that are channeled to education and the expected outputs in form of society members who are products of the system and are equipped with necessary skills to benefit the society. Fiske (1998) says that an education system is considered to be efficient if it produces at a minimum cost the desired output in terms of a maximum number of young people who have acquired the necessary knowledge and skills prescribed by the society. According to Mutua and Namaswa (1992), good

management in education must aim at the improvement of the performance of the education system to make it more efficient in its utilization of available resources.

According to Abagi and Odipo (1997), the constituents of efficiency in education include repetition, dropouts, retention and examination results. Others are enrollments and gender parity. There are several factors that affect internal inefficiency in secondary schools. These factors include: poverty levels, parental level of education, gender preferences, household chores and child labour, family structure and stability and early marriages and pregnancies.

2.2.1 Poverty level

Household poverty level is a critical factor affecting student's enrolment and participation (KIPPRA, 2003). According to Meenum (1979, cited in Psacharopoulos & Woodhall, 1985), effective demand at each level of education is a positive function of income. According to Psacharopoulos and Woodhall (1985), the most powerful influences on demand for secondary and higher education and even on primary school enrolment rates in some developing countries is the level of family income for instance if poor families in Malaysia choose to send their children to primary or secondary school, they must make considerable financial sacrifices. In India, most parents claim that they do not take their children to school because they cannot afford to pay school uniform and notebooks (Psacharopoulos and Woodhall, 1985). In Bangladesh, those who dropped out came from lower income families (Sabates, 2010).

Poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children (UNESCO, 2010). As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls school safety, are common causes for school dropout (Colclough, et al. 2000). These are seen as supply side causes of drop out, mainly driven at the school level

Poverty interacts with other points of social disadvantage, putting further pressure on vulnerable and marginalized children to drop out (Hunt, 2008). For example, poor indigenous girls in Guatemala drop out more than non-poor, non-indigenous girls (UNESCO, 2010). Gendered social practices within households, communities and schools, influence differing patterns of access for girls and boys. In most contexts, girls have less access and are more prone to dropping out. However, in poor urban environments, the pressure seems to be on boys to withdraw. Within gendered social practices, school safety seems to be an important factor for retaining girls at school, whereas availability of income generating opportunities and flexible seasonal schooling could promote school retention for boys (Colclough et al., 2000; Leach et al., 2003).

In Kenya most of household live below poverty line. According to Abagi (1997) in 1996 46.8% of people in Kenya were living below poverty line. The populations living below poverty line kept on increasing as evidenced by the study conducted by Kippira in 2004, which shows that 56% of the Kenyan populations were living below the poverty line, that is, they were surviving on \$1 a day or less. These high rates of poverty have contributed to keeping most students out of school either by not enrolling or by dropping out of school. Poverty therefore has been identified by Psacharopoulos and Woodhall (1985) as one of the factors that discourage parents from investing in their children's education. Poverty affects the access, retention and completion of secondary education because many parents with children in secondary schools are unable to pay school fees.

According to Republic of Kenya (2002), about 56% of the 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, the parents and local communities continue to meet some education expenses such as building costs, school 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 cause of children not enrolling in schools, especially in hunger stricken, ASAL and hardship areas. The issue of school fees accelerates the problem of absenteeism in schools (TSC Image, 2007). Absenteeism impacts negatively on the performance in national examinations.

Children whose parents cannot afford school fees go to school irregularly and, in the long run, dropout of school (Abagi and Odipo, 1997).

Overall, students' performance in Kenya Certificate of Secondary Education (KCSE) has been below average (Glennester, 2011). According to UNDP (2001), there is low literacy in Eastern Province due to the spillover effects of poverty. The most affected is the lower eastern where most of the areas are Arid and Semi-Arid Lands (ASALs). Mutegi (2005) carried out a study on factors affecting demand for secondary education in Tharaka District and concluded that enrolments rates are low due to factors such as parents' inability to pay school fees, cultural practices, early marriages, parents' illiteracy, child labour, and lack of career guidance among others

2.2.2 Parental level of education

Research done by UNICEF (2004) in 55 countries and two Indian states found 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 education. Women who went to school usually manage to increase the household income hence enhancing the schooling of their children (UNICEF, 2007).

Psacharopoulos (1985) found that the father's education, occupation and income level determine children access to school. Borrow (1985) confirms there is a strong relationship between students' occupation aspirations and their parents' level of

education. Essentially parents as well as 'significant others' tend to become role models for their children and therefore it is not surprising that students tend to take up careers resembling those of their parents. This means that if ones parent is a business man, the children will be inclined to being business people and if ones parents are teachers, nurses or judges, their children will be inclined towards their professions. This, to some extent, affects participation and retention rates in secondary schools either positively or negatively. Parents with same level of schooling tend to have positive attitude towards education. Such parents will build confidence in their children which in turn cultivates self esteem, high degree of independence and encourage them to develop interest in schooling. Sabates (2010) says that in Bangladesh, those who dropped out had parents with lower levels of education.

2.2.3 Gender preferences

In April 2000, the World Education Forum in Dakar, Senegal, reaffirmed the commitment to achieve EFA and provided 2015 as the target year for realizing the goals. One of the six goals on EFA is to eliminate gender disparities in primary and secondary education by 2015 with a focus on ensuring girls full and equal access to and achievement in basic education of good quality. One of the MDGs is to promote gender equality and empower women which can be realized through elimination of gender disparity at all levels of education. Issues of gender and access to education have occupied the minds of researchers for quite some time.

The Koech Report (1999) revealed that gender disparity continued to persist. Poor indigenous girls in Guatemala are far more likely to drop out than non-poor, non-indigenous girls (UNESCO, 2010). Social practices within households, communities and schools, influence differing patterns of access for girls and boys. In most contexts girls have less access and are more prone to dropping out, but increasingly, often in poor and urban environments, the pressure seems to be on boys to withdraw. Within gendered social practices, school safety seems to be an important factor for retaining girls at school, whereas availability of income generating opportunities and flexible seasonal schooling could promote school retention for boys (Colclough et al., 2000; Leach et al., 2003). Skaalvik (1990) contended that gender stereotypes and differential sex role socialization patterns are often used to explain or justify gender difference in achievements

Zindi (1996) established that in Zimbabwe and South Africa parents prefer to educate their sons at secondary level rather than their daughters. The report notes that in 1990, only one in every two girls enrolled in secondary schools compared to three out of every four boys of the same age. In Eastern and Southern African region, girls' enrollment at secondary level remains lower than that of boys, with a Gender Parity Index (GPI) of 0.97 (UNICEF, 2007). In Angola, Eritrea and Ethiopia, the GPI was 0.91, 0.67 and 0.77 respectively. Girls are especially pressured to abandon their education because they have to help out with family chores, fall pregnant, or are married off young. HIV/AIDS has also contributed to the high dropout rate amongst girls. According to MOE (2008), GPI was 0.87, 0.86 and 0.82 in 2005, 2006 and

2007 respectively. In 2007, girls survival rate was 89.6% compared 93.6% for boys. UNICEF says poor school girls miss up to 40 school days a year due to their menstrual cycle since most of them do not have access to proper sanitary pads.

Gendered differences in dropout rates still remain in most countries (Sabates, 2010). In countries with gendered differences in dropout rates, there is difference between girls and boys as well as between young people from rich and poor households. Nevertheless, there is consistent evidence showing that a higher proportion of girls aged 16 and 17 years old that had access to school dropped out without completing primary school than the proportion of boys. It is possible that school safety and teenage pregnancy are factors that could explain the higher risk of school drop out for girls (Colclough et al., 2000; Leach et al., 2003).

However, measures have been put in place to continuously improve gender parity in access, retention and performance. Some of the strategies adopted include mainstreaming gender in education sector policies and plans, gender sensitization of education policy makers, establishing gender learning environments in schools and creating a framework for partnership with the communities, the civil society and stakeholders in support of education for girls (Republic of Kenya 2004). The Children Act (2001) that provides for education as the right to all children has given further impetus for girls education. The government is also enforcing the re-entry policy and school girls who get pregnant are allowed back after giving birth (Otieno, 2010).

2.2.4 Household duties and child labour

United Nations Children Education Fund (UNICEF) conducted a survey on households in 25 sub-Saharan countries and found that 31% of children aged between 5 and 14 years were engaged in a form of child labor. Large numbers of children estimated to be 75million in sub-Saharan Africa are out of school and about 165million all over the world are working as child laborers (Elimu News, 2010). 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. In Northern Ghana, where a cattle rearing is considered prestigious, parents prefer that their sons take care of cattle rather than go to school. In Nigeria, boys withdraw from schools to go into buying and selling and girls migrate into urban centres in search of daily bread (Nakpodia, 2010). Abagi and Odipo (2007) observe that as poverty levels rises, child labour has become crucial for family survival. Household chores often affect girls' opportunities to learn by taking away valuable time that they could spend on their education (UNICEF, 2007).

According to UNICEF (2004), labor participation by persons bellow the age of 15 is not only widespread but it is also escalating at an acceptable rate. In terms of region, rural areas have a higher proportion of 19.7% areas (9%), the portion of working children are western (19.8%) rift valley (19.7%) eastern (19.1%) and coast (19%).

As the government continues to deal with these education concerns, in some rural areas of the country, the introduction of the lucrative motorcycle business popularly

known as the “boda boda”, has to a great extent affected access and retention of boys in schools. Many boys are being lured out of school to engage in the business (Republic of Kenya, 2010). In Gucha South District, there are increasing cases of child labour among children dropping out of school to provide cheap labour at Tabaka Soapstone mines (Education News, 2009). Girls miss school or time for homework due to household chores (UNDP, 2001). In Igembe District of Eastern Province, thousand of boys have dropped out school to participate in the miraa industry (Teachers Image, 2007). In 2008, Mwingi District Education officer decried increasing incidences of girls dropping out of school to become house helps. Many children in ASAL regions, where majority of the parents are economically challenged, are lured out school to engage in income generating activities. In Mukaa District, such children will be found working as house helps, herders, sand harvesters and boda boda operators.

2.2.5 Family structure and stability

According to Bavaro (2008), there are factors within students’ families which influence their education. These include the family structure, family resources and family practices. Bavaro further says that students living with both parents have lower dropout rates and higher graduation rates compared to students living in other family arrangements. Other practices negatively impacting on children participation in school include parents not cooperating on the responsibilities of bringing up their children while some are negligent about their children morals (Rubin, Green & Mukuria, 2009). High birth rates are associated with large families and the need for

school age children, especially in low income families to look after young siblings (Ngau, 1991).

Children witnessing violence in the home suffer serious cognitive, behavioral, emotional and developmental impairments which significantly alter their lives (Jaffe, 1990). In addition, school-aged children who have witnessed domestic violence are prone to poor academic performance, constant fighting with peers, and rebellion against adult authority (National Center on Women and Family Law, 1994). 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). In Oregon, 68% of juvenile offenders in treatment programs had witnessed the abuse of their mother and/or were subjected to abuse themselves (Rhoades & Parker, 1981). Studies show that in 50-70% of the cases in which a parent abuses another parent, the children are physically abused as well (Bowker, et al., 1988).

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). The survey demonstrated that substance abuse is widespread, affects the 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. Substance abuse by the country's youth is turning out to be a major problem because they begin to consume substances in early adolescence. This ultimately affects their participation in schools

Domestic violence is a devastating social problem that impacts every segment of the population. Research indicates children exposed to domestic violence are at an increased risk of being abused or neglected. Children who live with domestic violence face increased risks. One of the impacts is that such children develop cognitive and attitudinal problems (Child Welfare Information Gateway, 2009). These translates to lower cognitive functioning, poor school performance, lack of conflict resolution skills, limited problem solving skills, pro-violence attitudes, and belief in rigid gender stereotypes and male privilege. Those exposed to violence score lower on math and verbal tests and report negative interactions with their teachers (Kurtz, Gaudin, Wodarski, & Howing, 1993, cited in Vuong, Silva & Marchiona, 2009, cited in Child Welfare Information Gateway, 2009). Children from unstable families are susceptible to behaviours which could undermine their performance in schools (Bavaro, 2008). Such behaviours include drug or alcohol use and delinquent behaviour. Bavaro further says that students are also likely to drop out of school if they have a sibling who dropped out.

2.2.6 Early marriages, pregnancies and sexual harassment

Kelly (1995) observes that some students, as they approach the age of adulthood which varies by culture, especially girls and low income youths, face increased domestic and work responsibilities and the prospects of early marriage and pregnancy that pulls them out of school. Teenage pregnancies are a challenge in girls' participation in education in California (Bavaro, 2008). According to UNDP (2001) the lower enrolment of women are mainly due to relatively higher dropout rates among girls because of socio-cultural factors as early or forced marriages, child labour, teenage pregnancies and poverty.

According to Ammie (2003), the sex harassment is prevalent in schools in Malawi; this is seen through teachers who consider the Childs Rights Clubs as eroding their authority. The study revealed that the school head is often seen as having absolute authority and therefore girls can do whatever they are requested to do by the head teacher including sexual advances, the study also revealed that disciplinary action is often arbitrary administered by teachers so girls are often more frightened than the boys of being punished, this makes them prone to abuse and in return they (girls) respond by seeking favours from the teachers by exchanging the favour with sex. This unbecoming behaviour by teachers is a cause of girls' poor performance in national examinations. According to Njau and W'amahiu (1996, cited in Abagi and Odipo, 1997), sexual harassment and pregnancies are posing a great threat to girls participation and retention in education. This discourages parents sending their daughters to schools or pulls them out of school.

2.3 General trends in the education sector

The belief that education holds the key in promoting social and economic progress played an important role in the growth and spread of education in Kenya mainly as a means of providing qualified persons for the growing economic and administrative institutions left behind by the colonial government (Court and Ghai, 1974). In addition several commissions were formed to address the challenges that faced the education sector and how to establish a more responsive educational system. Among the commissions are the Kenya Education Commission known as the Ominde Report in 1964; the report of the National Committee on Education Objectives and Policies (Gachathi Report: 1976); the Mackay report (1981); the Kamunge report of 1988, and the Koech Report of 2000.

There are policy initiatives that have been established geared towards the improvement and access of education has been introduced under the Economic Recovery Strategy for Wealth and Employment (ERS) 2003-2007. Key policy reforms include the development of Sessional Paper No. 1 of 2005 which has resulted in the adoption of a Sector Wide Approach Programme Planning (SWAP) to the provision of education. This approach involves different stakeholders to support education both at the Primary and Secondary level of education. Through the SWAP process, the government and development partners have developed the Kenya Education Sector Wide Approach Programme (KESSP), this is a programme aimed to improve access, equity, quality, retention and quality completion rates both at the primary and secondary school level of education (MOEST: 2005). On

operationalization of KESSP in 2005, key developments have been introduced within the education sector. At the Primary level these reforms involve the decentralization of functions from the national to institutional levels, a move that is aimed at bringing services closer to the beneficiary communities.

2.4 Summary of the literature review

This chapter has brought to light the social factors affecting internal efficiency in secondary schools. Enrolment rates have been traced with a view of highlighting retention and completion rates which if compromised by students' social background leads to dropouts, repetitions and poor academic performance. These are indicators of internal inefficiency in the schools (Abagi & Odipo, 1997).

It has been noted that the world over, education systems have experienced forms of internal inefficiencies due to the inadequacy of parents to retain their children in schools. The social factors discussed in this study are poverty levels, parental level of education, household duties and child labour, gender preferences, family structure and stability and early marriages, pregnancies and sexual harassment. However, governments are addressing the issues wastage in schools and is hoped this study will add impetus towards achieving this objective.

2.5 Theoretical framework

This study embraced human capital theory. Based upon the work of Schultz (1971), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997), human capital

theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. In short, the human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital.

According to Fagerlind and Saha, (1997) human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. The theory was consistent with the ideologies of democracy and liberal progression found in most Western societies. Its appeal was based upon the presumed economic return of investment in education both at the macro and micro levels. Efforts to promote investment in human capital were seen to result in rapid economic growth for society. For individuals, such investment was seen to provide returns in the form of individual economic success and achievement.

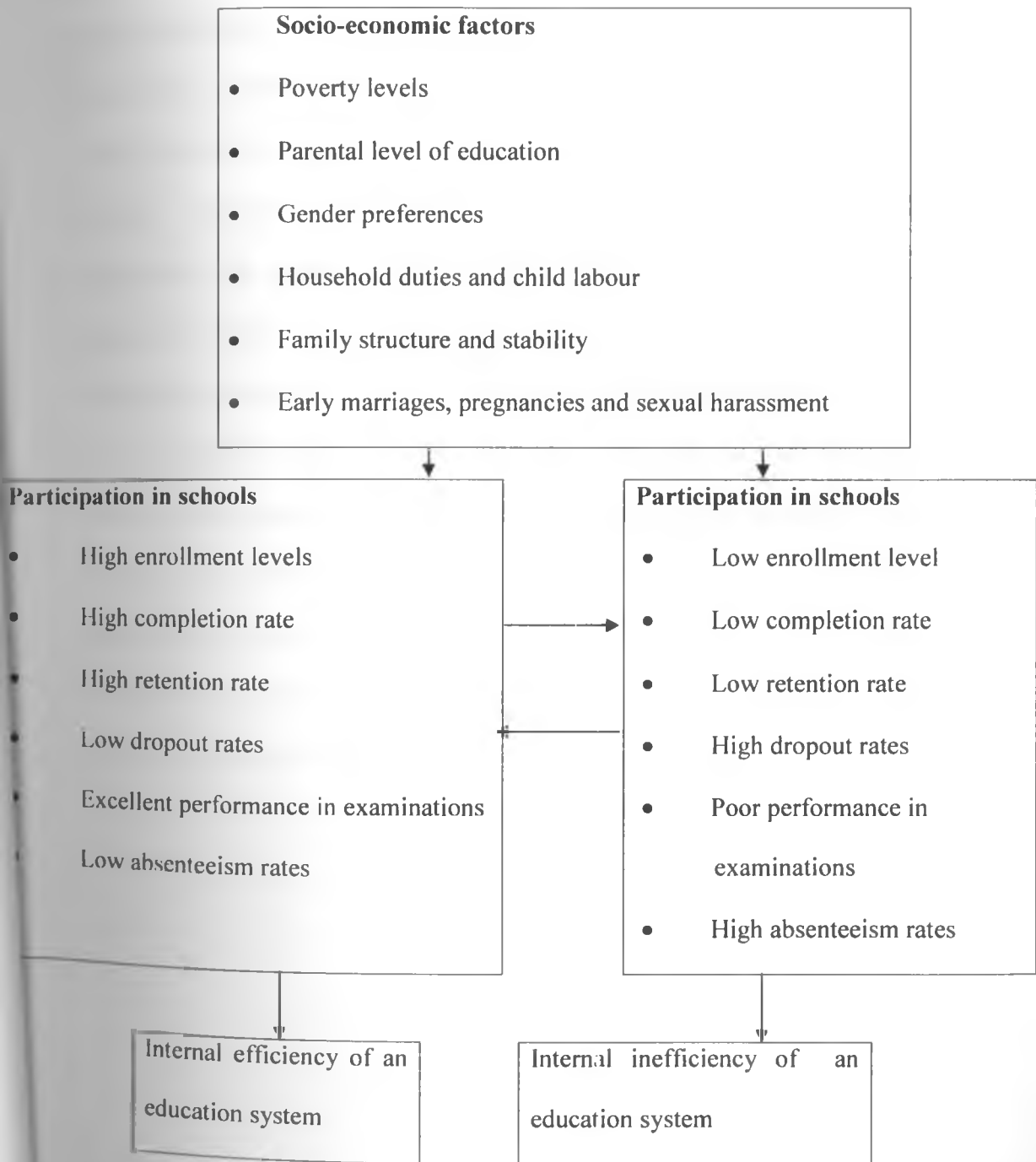
On one hand the conventional theory of human capital developed by Becker (1962) and Mincer (1974) views education and training as the major sources of human capital accumulation that, in turn, have direct and positive effect on individuals' life time earnings. On the other hand, Schultz and others (see, e.g., Schultz (1963), and

Denison (1962), emphasized that investments' in human capital were a major contributor to economic growth.

On the basis of this theory this study seeks to establish the socio-economic factors influencing internal efficiency in the provision of secondary school education. The theory guides this study because it provides a basis for considering socio-economic factors which promote education in the country for sufficient and efficient human capital availability. An educated population is a productive population and hence there is need to remove barriers for the population to access education. If socio-economic factors are managed, they will lead to enhanced enrolments, retention, reduced dropouts and increased completion and graduation rates.

2.6 Conceptual framework

Figure 2.1: Conceptual framework on relationship between variables and internal efficiency



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

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

In this study, the researcher employed the descriptive survey design to assess the social factors influencing internal efficiency in secondary schools. Orodho (2010) says descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. Since the study sought to establish the degree of relationship between independent variables like poverty levels, household duties and child labour, parental level of education, gender preferences, family structure and stability and early marriages, pregnancies and sexual harassment and the dependent variables like repetition, drop out, absenteeism and low achievement levels, the design was found more appropriate.

3.3 Target population

Borg and Gall (1996) says that the target population includes all the members of a real or hypothetical set of people, events or objects to which researchers wish to generalize the results of their research. All items or people under consideration in any field of consideration constitute a universe or targeted population (Orodho, 2009). In this study, the target population comprised of all the 34 secondary schools in Mukaa District. All the 224 class teachers, 34 principals and 1583 form four students. Form four students were chosen for the study because it was assumed they had the relevant information required for this study.

3.4 Sample size and sampling techniques

Orodho (2009) defines sampling as the process of selecting a sub-set of cases in order to draw conclusions about the entire set, while a sample is a small part of a large population, which is thought to be representative of the large population.

For the purpose of this study, 32 schools were used as a sample and all the principals from these schools participated in the study. Random sampling was used to sample teachers and students. 22 teachers and 170 students, translating to 5 students in every school, participated in the study.

3.5 Research instrument

The researcher used questionnaires as instruments of gathering information. The use of questionnaires is a popular method of data collection in education and behavioural sciences in general. This is due to the relative ease and cost effectiveness with which they are constructed and administered. They easy to administer and the researcher can simultaneously collect information from the respondents hence saving time (Mugenda & Mugenda, 2003). The questionnaire with closed ended and few opened ended question were used to get information from head teachers, class teachers and students.

3.5.1 Validity of the instruments

According to Orodho (2009), validity is concerned with establishing whether the research instruments content is measuring what it is supposed to measure. Consultations and discussions with my supervisors from the Department of Educational Administration and Planning were done. They assessed the relevance of content used in the questionnaire. Their recommendations were followed accordingly and necessary amendments done before the data collection.

3.5.2 Reliability of the instruments

To establish the reliability of the instrument, the test–retest design was used. The research instrument was administered to the same group of subjects twice in the pilot study. A two week lapse between the first and the second test was allowed. The questionnaires responses were scored and a comparison between the scores was

done. A Pearson's product moment formula for the test-retest was used to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instrument is administered. The range of the correlation coefficient is -1 to +1. A correlation coefficient of 0.89 was obtained which was enough to judge the instrument as reliable for the study.

3.6 Data collection procedures

The researcher applied for a research permit from the National Council of Science and Technology before collecting data from the sampled schools. The research permit was then presented to the Mukaa District Education Officer to facilitate visits to schools in the district. Sampled schools were then visited individually by the researcher where principals, class teachers and students were requested to fill questionnaires. During the administration of the questionnaires, the researcher made a brief introduction, explaining the nature and importance of the study and assuring the respondents of confidentiality. The respondents were given time to respond to the questions in the questionnaires. The researcher administered questionnaires to the respondents during pilot study and main study and waited for them until when they were completely filled and then collected them.

3.7 Data analysis techniques

The analysis of data requires a number of closely related operations such as the establishment of categories, the application of these categories to raw data through

coding, tabulation and then drawing statistical inference (Orodho, 2004). The collected data for this study from both questionnaires was edited, coded and analyzed statistically using the Statistical Package for Social Sciences (SPSS). Descriptive statistical tools were used to analyze quantitative data obtained from the study. Tables of frequency distribution, percentages and graphs were used to present quantitative data. Tables were used because they are easy to interpret. Frequencies and percentages are convenient in giving general overview of the problem under study. It is also easy to make conclusions and recommendations of the study. Qualitative data obtained from the open-ended questions was categorized and analyzed according to themes, categories and patterns. The data was transcribed and reported in frequencies and narrative reports. The findings of the study was discussed in relation to the research objectives and compared with literature review to establish the social factors influencing internal efficiency of secondary schools in Mukaa District.

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CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter focuses on the analysis of data, data presentation, interpretation and discussion of findings. The data was collected with the aim of establishing socio-economic factors influencing internal efficiency in the provision of secondary school education in Mukaa District. The researchers used secondary school head teachers, class teachers and form four students to collect the required data for the study. The collected data was coded and fed into the computer and analyzed using the Statistical Package for Social Sciences (SPSS) program.

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. All the head teachers and teachers returned their questionnaires making a questionnaire return rate of 100%. Out of 170 students, 160 students returned their questionnaires constituting 94.12%.

4.3 Demographic information of respondents

The respondents were requested to give information about their gender. The results are as indicated in Table 4.1

Table 4.1 Gender of the respondents

	Head teachers		Class teachers		Form 4 students	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	27	84	16	73	108	64
Female	5	16	6	27	62	36
Total	32	100	22	100	170	100

Table 4.1 indicates that males dominate in leadership positions and also among students. There were 84% male head teachers and 73% male class teachers. The situation is the same among students, where 64% of the form four students were boys. This concurs with the Koech Report (1999) which revealed that gender disparity continued to persist in Kenya. This indicates that gender parity is still a mirage in the district.

On the other hand, the students were asked to indicate their age. This aimed at establishing whether there were those outside the official secondary school age bracket of 14-18 years. The results are as in the Table 4.2

Table 4.2: Age of form four students

Years	16		17		18		>18	
	frequency	%	frequency	%	frequency	%	frequency	%
Male	4	4	22	20	54	50	28	26
Female	2	3	13	21	32	52	15	24
Total	6	4	35	21	86	51	43	25

Information in Table 4.2 shows most of form four students are in the age of 18 years. Twenty five percent of the students were above 18 years which implied that some students could have stayed in schools for more than four years. There were no students below the age of 16 years.

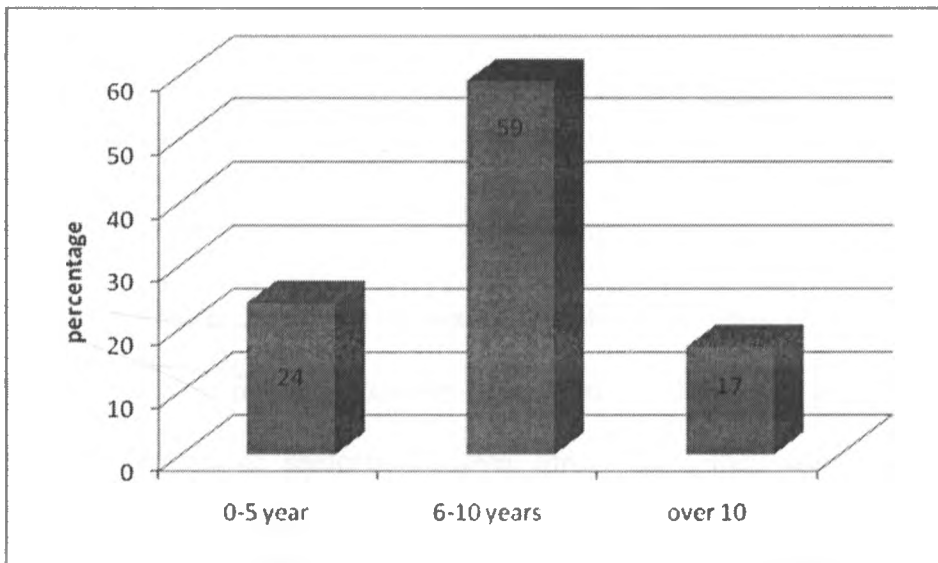
The head teachers and teachers were asked to indicate how long they have been teaching. This aimed at establishing whether the years of service of the respondents contributes to efficiency in schools in Mukaa district. The results are as in Table 4.3. Information in Table 4.3 indicates that the majority of the head teachers had served for 11-15 years constituting 50%. Most of the class teachers had served for 11-15 years constituting 47%. The views of such teachers were crucial to the study because they have immense information regarding internal efficiency in secondary schools.

Table 4.3 Years of teaching of head teachers and teachers

years	Head teachers		Class teachers	
	Frequency	Percentage	Frequency	Percentage
0-5	0	0	4	18
6-10	4	13	6	27
11-15	16	50	9	41
Above 15	12	37	3	14
Total	32	100	22	100

The head teachers were requested to indicate the years they had served in that capacity. The results are indicated in figure 4.1

Figure 4.1 The years head teachers had served in headship



The figure 4.1 indicates the majority of the head teachers had served as heads for 6-10 years at 59%. This group was instrumental in highlighting causes of internal

inefficiency in secondary schools because of the long years of service as head teachers.

The class teachers were asked to state whether they have been classteachers for their respective classes since form one, two, three or four. The responses were as indicated in the Table 4.4

Table 4.4: Form four classteachers and the level they became classteachers for the current form four class

	Frequency	Percentage
Form 1	20	90
Form 2	1	5
Form 3	1	5
Form 4	0	0
Total	22	100

The responses in Table 4.4 shows that 90% of the class teachers became class teachers for their respective classes since form one. Since this group had been with the same group of students for over three years, they were able to provide information on absenteeism, dropout, repetition and performance in academics, and their possible causes.

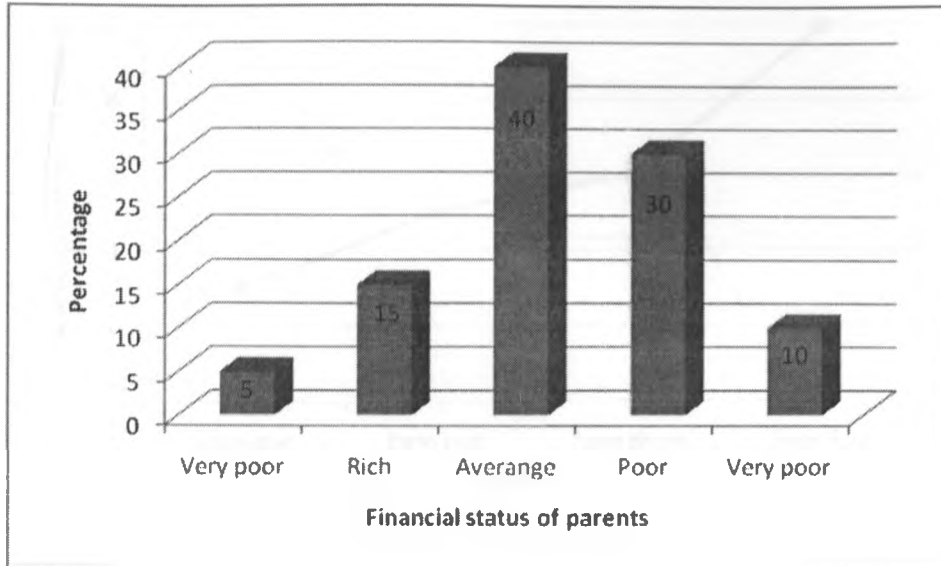
4.4 Analysis of the data

The study was guided by five objectives. These were; to establish the effect of parents' poverty levels on their children's access to secondary school education in Mukaa District, to determine the influence of parental level of education on their children's participation in secondary education, to establish the extent to which gender preferences contribute to drop outs from secondary school education, to investigate the contribution of family structure and stability on school absenteeism in secondary schools and to determine the influence of early marriages and sexual harassment participation in secondary school education.

4.4.1 Influence of parents' poverty levels on their childrens' access to secondary education

Objective number one was to establish the effect of parents' poverty levels on their children's access to secondary school education in Mukaa District. The students were asked to indicate the level at which they place their parents financial status in terms of whether the parents were able to provide for the basic needs. Financial status which was used to measure poverty level was categorized into very rich, rich, average, poor and very poor. The results are as in figure 4.2

Figure 4.2 Students opinion on the extent to which parents' financial status affect access and participation in secondary school



The results indicate that most of the student's parents are considered average financially at 40% while another 40% of the students come from poor household. The poor households are not able to maintain their children in school and this has a direct bearing on the dropout rates. The drops out rates are as indicated in the figure 4.3 below.

Figure 4.3 Dropout rates in secondary schools in Mukaa district

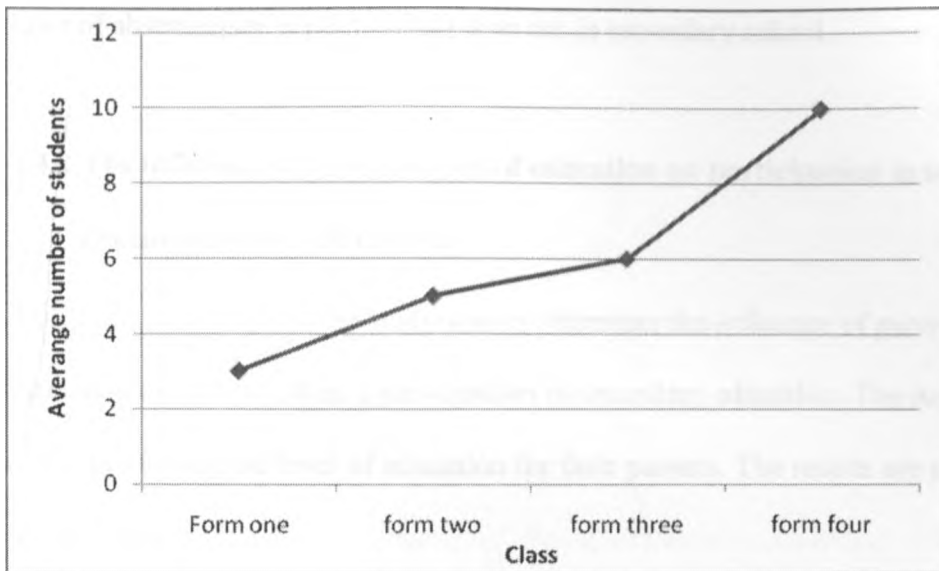


Figure 4.3 indicates that the drop-out rate is higher in form four than the lower classes. The Table indicates that the dropout rates are skewed towards the higher classes. This implies that, the chances of dropping out of school increases as one goes higher education level. This is because the burden of school fees and other educational costs increases as one move from one class to another.

The finding of this study concurs with a report of Republic of Kenya (2002) which indicated that, about 56% of the Kenyan population living below the poverty line is unable to enroll their children in school due to both direct and indirect costs of schooling. Other reports for instance, by TSC Image, (2007) indicates that Children whose parents cannot afford school fees go to school irregularly and, in the long run, dropout of school hence negatively affecting performance in national examination.

This implies that parents' financial status in Mukaa District negatively influences the rates of absenteeism, repetition and drop out in secondary school.

4.4.2 The influence of parental level of education on participation in secondary education in Mukaa district

The second objective of the study was to determine the influence of parental level of education on their children's participation in secondary education. The students were asked to indicate the level of education for their parents. The results are as indicated in figure 4.4

Figure 4.4 Parent's level of education

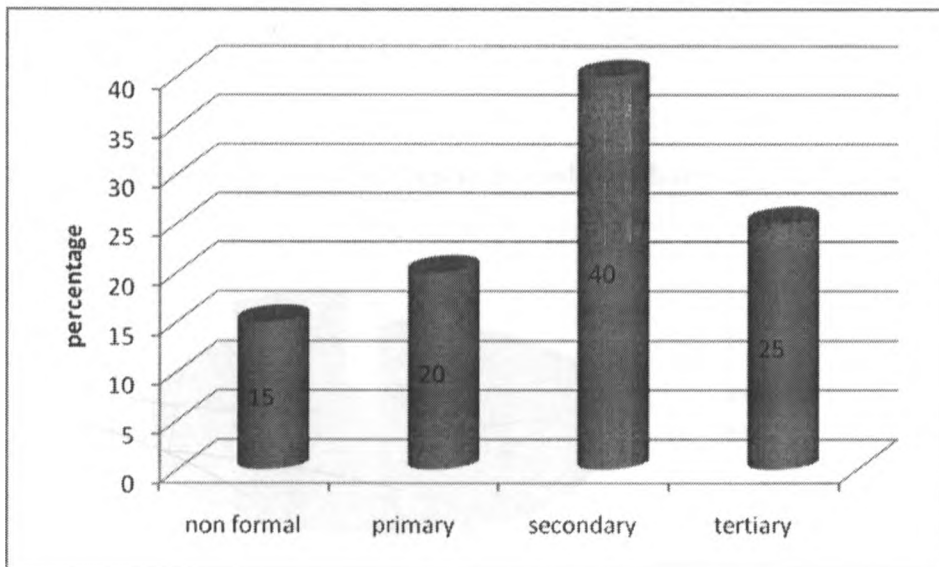


Figure 4.4 indicates that most of the parents have secondary education, while 15% have non formal education, that is, they never went through the prescribed formal

system of education. Asked about the cause's absenteeism, 45% of the teachers said low level of parental education contributed to lack of interest in schooling and lack of motivation for their children to learn. This means that dropout and absenteeism rates are higher for the students from such households compared to the students from households whose parents have secondary level of education and higher.

Parents with low level of education were found to engage their children in household chores which compromised their academic performance. The students were asked to indicate whether they participate in household chores at home or any work for pay. This aimed at establishing whether household chores and labour affect their performance in examinations in secondary schools in Mukaa district. The results are as in figure 4.5

Figure 4.5 Students participation in household chores

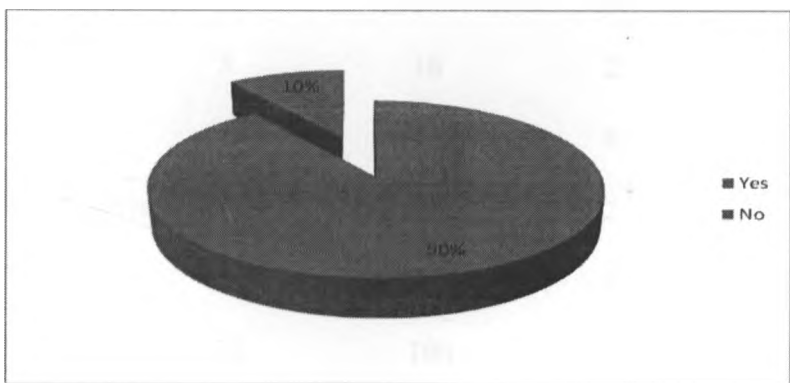


Figure 4.5 indicates that 90% of the students' engaged in household chores. The study sought to establish how the household chores affect their studies. The

respondents indicated that the household chores affect their studies by making them absent from school (46%), making them not concentrate when doing private studies at home (32%) and making them have no time to do private studies at home (24%). Abagi and Odipo (2007) observe that as poverty levels rises, child labour has become crucial for family survival. Household chores often affect girls' opportunities to learn by taking away valuable time that they could spend on their education (UNICEF, 2007).

When asked to give information on academic performance in the schools, the head teachers and teachers gave the responses in the Table 4.5 below.

Table 4.5 Academic performance in secondary schools

Performance	Head teachers		Class teachers	
	Frequency	Percentage	Frequency	percentage
Excellent	1	3	1	5
Good	5	16	2	9
Average	11	34	8	36
Below average	10	31	7	32
Poor	5	16	4	18
Total	32	100	22	100

From Table 4.5, most of the schools perform averagely and below average at 34% and 31% respectively. The classes are equally performing averagely and below

average at 36% and 32% respectively. Overall, therefore, the academic performance in the district is average, an indication that there is internal inefficiency in secondary schools in Mukaa district. The results of this study mimics' UNDP (2001) and Glennerster, (2011) who established that the performance of students in Kenya Certificate of Secondary Education (KCSE) has been below average. Poverty levels in the district has forced many children to drop out and, because of many cases of absenteeism, the performance in national examinations is below the average.

4.4.3 The extent to which gender preferences contributes to drop outs from secondary school education

On gender preference, the students were asked to indicate the gender favoured by the parents. The results are as in figure 4.6

Figure 4.6 Parents gender preference

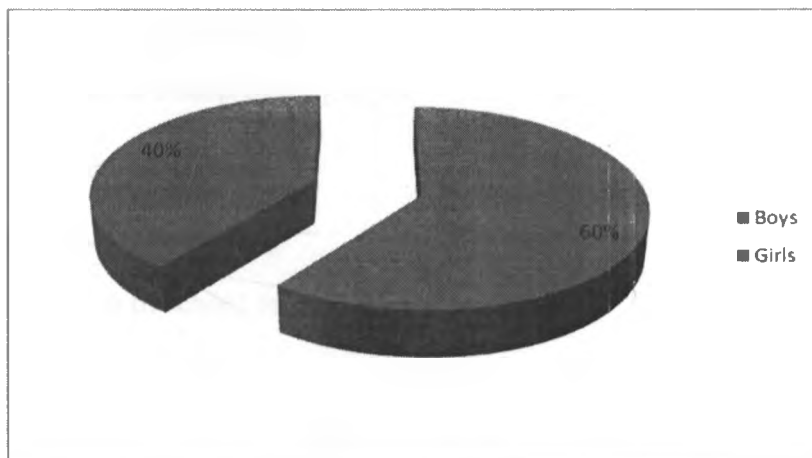


Figure 4.6 indicates that the majority of parents favour education for boys to girls. This is an indication that parents in Mukaa district favours boys on matters regarding

to access to secondary education. This trend is replicated by high rates of drop out and absenteeism among the girls compared to the boys.

The study also sought to establish the major causes of drop out in schools by gender, this aimed at establishing whether there are factors that are prevalent to a particular gender compared to the other. The results are as indicated in table 4.6

Table 4.6 General causes of drop out in secondary Mukaa district

	Boys	Girls
Distance from school – home	40	60
Poor performance in academics	50	70
Lack of interest in schooling	50	50
Peer pressure	60	65
Indiscipline	70	30
Teenage pregnancy	0	65
Due to effects of drug abuse	65	30
Early marriages	20	55
Family instability	50	50
Lack of school fees	40	70
Due to illness	20	40
Lack support from family members	40	60
To engage in child labour	70	60

Table 4.6 indicates that there are several factors that make children drop out of school. These factors vary with the gender of the respondents. Some of the factors that affect girls more than the boys include early marriages as attested by 55% of the students, lack of school fees 70% implying that parents prefer to pay school fees for the boys unlike the girls, teenage pregnancies 65%, distance of the school from the household from school 60 and academic performance 70%. The factors that affect boys more than the girls include engagement in child labour 60%, drug abuse and indiscipline cases 65%. These findings concurred with UNDP (2001). According to UNDP, the lower enrolments of girls in schools are mainly due to relatively higher dropout rates because of socio-cultural factors as early or forced marriages, child labour, teenage pregnancies and poverty. Girls miss school or time for homework due to household chores. All these factors hinder children from accessing education hence affecting internal efficiency in secondary schools in Mukaa district.

The students were asked to indicate the reasons for their parents favouring boys than girls and the reasons given include, boys can protect parents at old age compared to girls (58%), girls will get married and parents may not recover the money they spent to educate them (34%) girls are likely to get pregnant and drop out of school compared to the boys. Studies by UNESCO (2010) indicate that poor indigenous girls in Guatemala are far more likely to drop out than non-poor, non-indigenous girls.

Gender disparity in the district is still of a major concern as parents here prefers educating boys more than girls.

4.4.4 The contribution of family structure and stability on school absenteeism in secondary schools

Objective four was to investigate the contribution of family structure and stability on school absenteeism in secondary schools. The head teachers and teachers were requested to give information on the causes of absenteeism in their institutions. Sixty percent and sixty five percent of the head teachers and teachers respectively said that lack of strong family values was a contributing factor. Children raised by single parents or other people other than their own parents were the most affected by absenteeism. The average number of absentees is shown the Table 4.7 below

Table 4.7 Number of absentees per week per class

Absentees	frequency	Percentage
1-2	8	36
3-4	11	50
5-7	3	14
Total	22	100

The information Table 4.7 shows that absenteeism is experienced in all classes with 3-4 being the highest number of absentees at 50%. According to Chiuri and Kiumi

(2005), absenteeism affects efficiency through affecting performance in national examinations. Thus, the cases of absenteeism points to internal inefficiency in education in Mukaa district.

The respondents were also requested to give information on whether there were cases of repeaters. The respondents were requested to give information about repeaters with a view to establish the extent to which internal efficiency is compromised by repetition. Eight teachers reported to have repeaters in their classes which constituted 36.36%. The students were requested to give the number of children in their family aged 13-18 years and who among them were in secondary school. This was in order to ascertain whether there were children who were supposed to have been enrolled in school and they were not. From the responses, the total number of children between 13-18 years was 446. The students were also requested to indicate the number that was in secondary school. The sum total given was 378 which showed that 15.24% of school age-going children were not enrolled in school. This indicated that in Mukaa district, there was a group of school-going age children which either did not have access to secondary school education or they had dropped out of school. This agrees with Sabates (2010) who says that many children especially from low income and unstable families are either not enrolled in schools or have dropped out.

4.4.5 The influence of early marriages and sexual harassment on participation in secondary schools

The fifth objective was to determine the influence of early marriages and sexual harassment on participation in secondary school education. The students were asked to indicate whether there is sexual harassment in schools. The results indicated that 60% of the students said that there is sexual harassment in schools either by male students or from the teachers of opposite sex. On early marriages, 50% of the students said that early marriages are common in Mukaa district. Fifty five percent of the girls and twenty percent of the boys said early marriages are major causes of school drop outs. These make students to drop out of school hence affecting participation in secondary schools. These findings agree with Bavaro (2008) who says that teenage pregnancies are a challenge in girls' participation in education in California. Early marriages and teenage pregnancies have contributed immensely in girls' drop outs and repetition involving girls

4.5 Summary of findings

Through data analysis the study established that there are several socio-economic factors that affect internal efficiency in secondary schools in Mukaa district. Such factors include educational level of the parents, the financial status of the parents, the family structure where children from single parents are disadvantaged from accessing education, early marriages and gender preferences. All these negates internal efficiency in the provision of secondary school education.

CHAPTER FIVE

SUMMARY, CONCLUSION 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

This study sought to establish the influence of social-economic factors on internal efficiency in the provision of secondary school education in Mukaa district. The study was guided by five objectives that focused on the influence of parental economic status, parental level of education, gender preference, family stability and early marriages on internal efficiency of education.

The study found that 40% of the students view their parents' financial status as average while another 40% come from poor households. Students who come from household with low income earnings or poor families reported higher cases of dropout, repetition and absenteeism fueled by poverty thus fuelling internal inefficiency of educational institutions. The study also established that due to poverty, 90% of the students' engaged in household chores such as looking after the livestock, doing farm work, cooking, fetching water and firewood. This household chores affect their studies because they make them absent from school also it affect their concentration.

It was also established that 40% of the parents with student in Mukaa district have secondary education while the rest have no formal education at 15%, primary education 20% and tertiary 25%. The higher the number of parent with no formal education, the higher the chances of the student to drop out of school and increase absenteeism hence low academic performance that affect internal efficiency of education. Most of the schools perform averagely and below average at 34% and 31% respectively while 16% of the schools perform poorly. This is an indication that there is internal inefficient in secondary schools in Mukaa district.

The head teachers and teachers confirmed that absenteeism was a problem in their institutions at 60% and 65% respectively. They said that lack of strong family values was a major contributing factor. Concerning the repetition rates in secondary schools, the study revealed that on average 8 teachers reported to have repeaters in their classes more so the form four class teachers, this was attributed to failure in both internal and national examinations (KCSE) that make students repeat to enable them get a better grade for university. This affects internal efficiency because it leads to constraints of school resources.

The majority of parents favour education for boys to girls at 60%. The students gave the reasons for their parents favouring boys than girls and the reasons given include, boys can protect parents at old age compared to girls (58%), girls will get married and parents may not recover the money they spent to educate them (34%) girls are likely go get pregnant and drop out of school compared to the boys.

5.3 Conclusion

The foregoing discussion shows that there is internal inefficiency in secondary schools in Mukaa district. This is as demonstrated by prevalence of all the indicators of internal inefficiency in education such as high repetition rates, high dropout and high rate of absenteeism. The high repetition rates drop out rates and absenteeism rates in Mukaa district are contributed to high poverty rates by the households hence minimizing the chances of the students to attend school because of levies charged in schools.

The family structure has been found to be one of the factors that influence inefficiency in schools because children from single parents household are mainly poor hence making them unable to pay school fees. It can also be concluded that, child labour and household chores affects internal efficiency because students, are forced to be out of school to attend to household chores or lack concentration in classes due to fatigue associated to household chores. Early marriages and teenage pregnancies have contributed immensely in girls' drop outs and repetition involving girls in the district.

5.4 Recommendations

Based on the findings of the study the researcher recommends that following

- i) Since the level of parents education contributes to children participation in schools, there is need to sensitize the community on the importance of education so that more parents can develop positive attitude towards education and send their children to school. The study also established that,

the poverty levels for the parents are very high therefore need to help the student from needy families to pay school fees through bursaries or grants

ii) It was also established that many parents prefer to enroll boys in schools at the expense of the girls, therefore there is need to sensitize the community on the importance of educating girls. The study also recommends that the community need to be sensitized to treat all the children equally regardless of the gender. This will minimize dropout rates among girls

iii) The other recommendation is that, the head teachers should be ready to re-admit girls who drop out of school due to early pregnancy, this will enable the girl who drop out of school get education. The guidance and counseling department in schools ought to be proactive to address the matters of sexual harassment in schools; this will make girls be free to interact with the boys in schools on academic matters.

5.5 Suggestions for further studies

Based on the finding of the study, the researcher suggest the following studies to be carried in order to compliment this study

- (i) There is need to replicate this study in many districts in Kenya in order to find out whether the social factors affecting internal efficiency in secondary schools are the same
- (ii). There is also need to carry out a study on institutional based factors that affect internal efficiency in secondary schools in Kenya.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Gichuki Duncan M.

P. O. Box 1-90134

Yoani

The Headteacher

.....School

RE: RESEARCH QUESTIONNAIRES

I am a postgraduate student at the Department of Educational Administration and Planning, University of Nairobi. I am currently carrying out a research on the “Influence of socio-economic factors on internal efficiency in the provision of secondary school education in Mukaa District”. You are kindly requested to take part in the study by filling the questionnaire attached herewith. Thank you for your cooperation in the study.

Yours Sincerely,

Gichuki Duncan

APPENDIX B

HEAD TEACHER'S QUESTIONNAIRE

The purpose of this questionnaire is to investigate factors influencing internal efficiency in secondary schools in Mukaa District. You are requested to give your answers to the following questions. The answers you give will only be used for the purpose of this study. Do not write your name or name of your school anywhere in this questionnaire.

PART A: General information

1. Indicate your gender Male [] Female []
2. How long have you been teaching? 0-5yrs [], 6-10yrs [], 11-15yrs [], over 15yrs []
3. How long have you been a head teacher? 0-5yrs [], 6-10yrs [], over 10yrs []

PART B: indicators of internal efficiency

	<u>Form 1</u>	<u>Form 2</u>	<u>Form 3</u>	<u>Form 4</u>
Boys				
Girls				

1. Please indicate the number of boys and girls in each class in year 2011

1.(a) Do you have students who are repeating these classes? Yes [] No []

(b) if yes give the number of repeaters per class in the year 2011

	<u>Form 1</u>	<u>Form 2</u>	<u>Form 3</u>	<u>Form 4</u>
Boys				
Girls				
Total				

2.(a) are there students who dropped out of school in the course of the year 2011

Yes [] No []

(b) Please indicate the number of boys and girls who dropped out in 2011

	<u>Form 1</u>	<u>Form 2</u>	<u>Form 3</u>	<u>Form 4</u>
Boys				
Girls				
Total				

4. (a) Do you consider absenteeism as a problem in your school?

Yes []

No []

(b) If yes how many students may be absent on average per week? Tick one

50 – 40 []

39 - 30 []

29 – 20 []

19 – 10 []

5. How has been academic performance in your institution?

Excellent [] Good [] Average [] Below average [] Poor []

PART C: What are the causes of the following in your institution?

i. Absenteeism _____

ii. Repetition _____

iii. Dropout _____

iv. The academic performance, if it's either average, below average or poor

APPENDIX C

CLASS TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to investigate factors influencing internal efficiency in secondary schools in Mukaa District. You are requested to give your answers to the following questions. The answers you give will only be used for the purpose of this study. Do not write your name or name of your school anywhere in this questionnaire.

Part A: General Information

1. Please indicate your gender male female

2. How long have you been teaching? _____

3.(a) Have you been the class teacher for this class since forms one?

Yes No

(b) If No since when _____

4. How many students are in your class? Boys _____ Girls _____

Part B: Indicators of internal efficiency

1. How many students were enrolled in your class from Form one?

Boys _____ Girls _____

2. Do you consider absenteeism as a problem in your class?

Yes No

3.If yes, how many students may be absent on average per week? Tick

10- 8 [] 7-5 []

4- 3 [] 2-1 []

4(a)Do you have students who have repeated classes?

Yes [] No []

(b) If yes how many boys_____ girls_____

5. (a) Are there students who have dropped out of school in the course of the year?

(b) Please indicate the number of boys and girls who dropped last year 2011

Boys_____ Girls_____

6. How has been general academic performance of your class?

Excellent [] Good [] Average [] Below Average [] Poor []

PART C: What are the causes of the following in your class?

1.Absenteeism

2.Repetition

3. Below are some of the factors that cause students to drop out of school. Please tick the reason(s) that might have led to drop out in your class.

	Boys	Girls
i.Distance from school – home		
ii.Poor performance in academics		
iii.Lack of interest in schooling		
iv.Peer pressure		
v.Indiscipline		
vi.Teenage pregnancy		
vii.Due to effects of drug abuse		
viii.Early marriages		
ix.Family instability		
x.Lack of school fees		
xi.Due to illness		
xii.Lack support from family members		
xiii. To engage in child labour		

4.Performance in academics, if it is not excellent or good

APPENDIX D
STUDENTS' QUESTIONNAIRE

PART A: General information

You are kindly requested to fill in this questionnaire. Your answers will be useful for this study on social factors influencing internal efficiency in education in secondary school in Mukaa District. Please answer all questions. There is no answer which is wrong or right. Your response will be treated confidentially. Do not write your name or the name of your school in the questionnaire. Put a tick () in the boxes and fill in the blank spaces provided. Also give your opinion as requested by the question.

Please answer the following questions as honestly as you can. All information provided will be treated as confidential. Do not write your name.

1. Name of your school _____

2. What is your gender male [] female []

3. How old are you _____

4. How many children in your family are aged between 13 years and 18 years?

5. How many children in your family aged between 13 years and 18 years are in secondary school? _____

Part B: Indicators of internal efficiency and causes of internal inefficiency

1) (a) Do you consider absenteeism as a problem in your class?

Yes [] No []

(b) If yes, what could be the reasons _____

2) Are there repeaters in your class or have some of your classmates repeated?

Yes [] No []

3)(a) Have some of your classmates dropped out of school?

Yes [] No []

	Boys	Girls
i. Distance from school – home		
ii. Poor performance in academics		
iii. Lack of interest in schooling		
iv. Peer pressure		
v. Indiscipline		
vi. Teenage pregnancy		
vii. Due to effects of drug abuse		
viii. Early marriages		
ix. Family instability		
x. Lack of school fees		
xi. Due to illness		
xii. Lack support from family members		
xiii. To engage in child labour		

(b) Tick the correct reasons which make classmates drop out of school in the table below

4. If a boy or girl qualifies to join secondary school, which among them would your parents prefer to take school? Boy [] Girl []

5. Why do you think your parents would make the choice in 4 above?

6. What is your father's level of education?

Non-formal education []

Primary education []

Secondary education []

University education []

Others(specify)_____

7(a) What is your mother's highest level of education?

Non-formal education []

Primary education []

Secondary education []

University education []

Other (specify)_____

7(b) In your own opinion, how can you rate your family financial background?

Very rich [] Rich [] Average [] poor [] very poor []

8. Indicate your parents' occupation

Occupation	Father	Mother
Self employment		
Salaried employment		
Casual workers		
Subsistence farming		
Commercial farming		
Others (specify)		

9. (a) Do you think household chores affect your academic performance?

Yes [] No []

(b) If yes, how does it affect your performance? _____

APPENDIX E

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

NCST/RCD/14/012/933

6th July 2012

Our Ref:

Date:

Gichuki Duncan Mburu
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of social factors in internal efficiency in the provision of secondary school education in Mukaa District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Mukaa District** for a period ending **31st August 2012**.

You are advised to report to the **District Commissioner and the District Education Officer, Mukaa District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

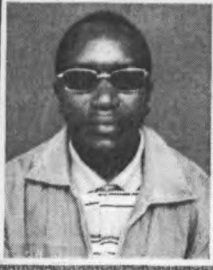
Copy to:
District Commissioner
District Education Officer
Mukaa District

APPENDIX F
RESEARCH PERMIT

PAGE 2
Research Permit No. NCS/RCDA/4/012933
Date of Issue 6 July 2012
Date received 10 July 2012

THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss **Institution**
Gichuki Duncan Mburu
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi
has been permitted to conduct research in

Mukaa District
Eastern Province



on the topic: Influence of social factors in
internal efficiency in the provision of secondary
school education in Mukaa District, Kenya.

Applicant's Signature
National Council for Science & Technology

for a period ending: 31 August, 2012

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