

**FACTORS INFLUENCING INTERNAL  
EFFICIENCY IN PUBLIC PRIMARY SCHOOLS  
IN CENTRAL DIVISION IN MACHAKOS  
DISTRICT**

**By**

**Kitundu Elizabeth Twili**

**A Research Project Report Submitted in Partial  
Fulfilment of the Requirement for the Award of  
Masters of Education Degree in Educational  
Administration and Planning of the  
University of Nairobi**

**2008**

University of NAIROBI Library



0370381 6

## ABSTRACT

The purpose of the study was to investigate factors influencing internal efficiency in public primary schools in Central Division, Machakos District. This was based on the fact that there was internal inefficiency in public primary schools despite heavy investment in primary education. The division was witnessing problems of declining gross enrolment rates, high wastage as a result of repetition and dropout rates (Kivuva, 2006). The study used the ex-post-facto design and purposive sampling technique to select the schools and stratified random sampling used to select class teachers and pupils involved in the study. A total of 15 public primary schools were selected. The researcher used all the 15 headteachers from the 15 selected public primary schools, 2 teachers in each school making a total of 30 class teachers and 6 pupils from each school making a total of 90 pupils. The research instrument used in the study was the questionnaire and an observation schedule.

The findings of the study revealed that:

1. There were significantly high rates of dropout in Central Division, Machakos District with a higher number of boys than girls dropping out of school.
2. There was a steady rise in the number of dropouts towards the end of the primary cycle as shown by majority of boys dropping out in standard 7.
3. Lack of funds to purchase school uniform and pay for other school levies, drug abuse, indiscipline among pupils, family problems, lack of interest in education, lack of basic needs, pregnancy, death of parent(s), lack of parental concern/lack of time to monitor their children's education, illness and pupils being told to repeat classes by their parents were found to be behind high drop out rates in public primary schools in the division.

4. Poor performance, lack of interest in class work, lack of proper preparation for examinations, pupils/parents' wish to repeat, absenteeism, family problems, problems with teachers, lack of basic needs, need to cover what they did not cover, the need understand what they did not understand and the need to improve their performance as causing repetition among pupils.
5. Steps taken by schools to reduce dropout rates included provision of a conducive school environment through provision of teaching and learning facilities as well as adapting administrative strategies that could encourage pupils to stay in school, parents being sensitised on the importance of their children's education, provision of guidance and counselling to pupils, provision of lunch to pupils, showing pupils love and understanding to make them feel safe and comfortable while at school, automatic acceleration from one class to the next, provision of learning materials, more involvement of parents in their children's education, encouragement of weak pupils, the schools seeking and identify sponsors for needy and orphaned pupils, pupils being given manageable class work and the involvement of the provincial administration when it comes to bringing dropouts back to school.
6. Public primary schools in Central Division had constructed classrooms, primary schools in Central Division, Machakos District were fairly well-equipped and that the teaching manpower in the schools was not adequate.

The study recommended that:

1. Primary schools should be provided with teaching and learning facilities.
2. Public primary schools should be provided with trained personnel (teachers and members of non-teaching staff).

3. Parents should be sensitised on the need to accord all their children regardless of gender and position of birth equal opportunity to education.
4. Guidance and counselling should be provided to pupils so as to help them overcome educational as well as challenges emanating from home thus promoting internal efficiency in schools.
5. Pupils who qualify to advance to the next grade should not be forced to repeat either by parents/guardians or teachers.
6. The school feeding programme should be introduced or improved.
7. The school curriculum should be modified accordingly so as to meet the needs of disabled children as well as to cope with emerging challenges.
8. Teachers should be given incentives such as salary increment and quality teaching facilities so as to motivate them to work.
9. Pupils should be provided with enough desks to enable them to learn comfortably.

The study finally suggested that:

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