

**ASSESSMENT OF HOUSEHOLD AND SCHOOL FACTORS ON
INTERNAL EFFICIENCY IN PUBLIC PRIMARY SCHOOLS IN
NYANDARUA WEST DISTRICT, KENYA**

By

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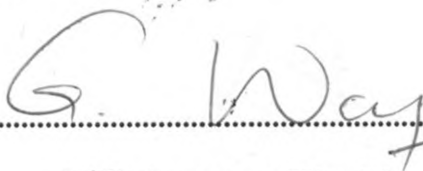
DECLARATION

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



Francis Kariuki Kirotu

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

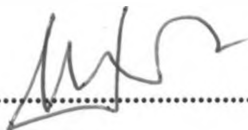


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DEDICATION

I would like to dedicate this work to my wife Susan Muthoni and to my children Morine, Dedan and Wily.

ACKNOWLEDGEMENT

“His divine power has given us everything we need for life.” II Peter 1:3 and that gives me reason to thank God for enabling me to successfully go through my Masters of Education Degree.

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LIST OF ABBREVIATION AND ACRONYMS

CERT	Centre for Educational Research and Training
EFA	Education for All
FPE	Free Primary Education
GER	Gross Enrollment Ratio
MDGs	Millennium Development Goals
UN	United Nations
UNESCO	United Nations Educational Scientific, Cultural Organization
UNICEF	United Nation Children's Education Fund
UPE	Universal Primary Education
USA	United States of America
USAID	United States Agency International Development

ABSTRACT

The purpose of this study was to assess the household and school factors on internal efficiency in public primary schools in Nyandarua West District, Kenya. The study had four objectives; to examine the influence of parents' level of income on enrolment of children, to determine how distance between home and school affects pupils dropping out of school, to determine how parents' level of education influence pupils' completion rate and to establish how availability of teaching-learning resources influence pupils' completion rate.

Descriptive survey research design was used in collecting information about respondents' attitudes, opinions and variables of school and household issues. The target population consisted of 42 headteachers, 401 class teachers, 2071 pupils and 546 school management committee members. Simple random sampling method was used to select 21 headteachers, 81 class teachers, 95 committee members and 412 pupils of public primary school. The study used set questionnaires and a researchers own observation checklist as the research instrument where the headteachers, class teachers, committee members, and pupils' Questionnaires were used to collect data. Expert judgment of the research instrument's validity was carried out and test retest to determine the research instrument reliability. The collected data was combined and computed into descriptive statistics. These included frequencies and percentages.

The majority of pupils indicated that subsistence farming is their parents' occupation. The majority of both class teachers and headteachers indicated that the parents level of income led to the pupils being sent home to collect school levies like money to pay teachers employed by parents, examination money and replace lost textbooks. All the respondents agreed with the fact that distance did not cause pupils' absenteeism. On the parents level of education teachers and headteachers indicated that it affected the pupils' completion rates. All the respondents indicated that the teaching and learning resources are available but inadequate. The findings of this research reveal that the parents' level of income is low hence affecting the pupils' enrolment in schools. The distance between home and school does not cause the pupils to drop out of school but rather causes lateness which is a problem cited to cause absenteeism. The headteachers and the class teachers strongly agreed to the fact that parents' level of education was a hindrance to the pupils' completion rate since majority of the parents had primary school level of education. In the schools there is inadequate teaching and learning resources. The Ministry of Education has lapsed to enforce the education policy on class repetition of learners.

The study came up with the following recommendations; poverty alleviation measures should be established in the society so as to enable more families to get higher income and therefore send their children to school for the entire

schooling period. Primary schools should have equipped libraries with adequate teaching-learning resources. The Ministry of Education to enforce close supervision and inspection of primary schools in order to ensure that pupils do not repeat classes and to allow them transit to the next class regardless of their performance.

The researcher proposes further research in the following areas; the study needs to be replicated in both public and private school in other districts in the country in order to compare the results. Further study should also be carried out in order to identify the negative impacts of pupils who drop out from school. A study should be carried out on effects of the pupils' class repetition on their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is always recognized as a central element in development (World Bank, 1980). It is a process that involves imparting knowledge, skills and attitudes for production capabilities in the labour force; it is an essential component that determines the character and pace of social economic development of any nation (Psacharopoulos, 1985). Most governments worldwide therefore have been putting all efforts possible to ensure that pupils have access to education.

Education For All (EFA) endeavour began with the United Nations (UN) universal declaration for human rights adopted in 1948 which declared that everyone has a right to education (UNESCO, 2000). It is in reference to this declaration that in 1990, delegates gathering at the world conference on Education For All (EFA) in Jomtien Thailand set the global agenda for education and literacy. The major concern was about the inadequate provision of basic education especially in the developing countries (UNESCO, 1998). Millennium Development Goals (MDGs) in support of EFA target three reads, "Ensure that by 2015 children everywhere boys and girls alike should be able to complete a full course of primary schooling" (UNESCO, 2000).

Abagi and Odipo (1997) assert that primary education has internal efficiency problems, such as high wastage because of low completion, high repetition and dropout especially in upper classes 5 to 8. According to an empirical

study done by Mahmood (2011), Pakistan has one of the highest school dropout rates in the world. The official age group at primary level (grade I to V) is 5 to 9 years. In 2004 the population falling to this group was 20 million. Out of this, 13.95 million were enrolled and the remaining 6 million mostly girls remained out of school. Out of 13.95 million enrolled 45% dropped out at various grades between I and V. This dropout rates has adversely affected the completion rates of female to 46% as compared to male 54%. Socioeconomic factors have been identified to be the major causes of high dropout. Low per capita income of the people and poverty are the main reasons forcing children to leave school or not to enroll. Pakistan implemented several education programmes and projects with varying levels of success. In mid 2000s, the education sector reform programmes to mitigate the problems of dropout and low enrollment were implemented in Punjab and Sindh provinces providing missing school facilities such as toilets, boundary walls, free textbooks and student's stipends were also provided (Annual ministerial review, June 2011). After the programmes were established, girls enrolment increased by 33%. Also the overall NER rose from 55% to 57% in 2008/2009 while GER remained at 91% between 2007 and 2009 (Mahmood, 2011).

Lockheed and Verspoor (1991) argue that completed primary education helps to alleviate poverty and advance in economic and social development. In developing countries fewer than 60% of children who enter school in the low income countries and about 70% of those who enter school in the lower middle income countries reach the last year of their primary school. Availability of teaching and learning resources is likely to help in provision of

quality education to pupils. Within schools and classrooms a welcoming and non-discriminatory climate is critical to creating quality learning environment. In Chile for instance the ministry of education undertook a program to improve the quality of primary schools in disadvantaged areas of the country. The programme named “Chiles programme for quality improvement in primary schools” targeted 1,200 primary schools with 7,000 teachers, 400 supervisors and 200,000 students at a cost of \$17 million. The programme provided for the improvement of learning environment, including improvement of infrastructure and provision of classrooms, libraries and learning materials. New textbooks were developed and provided to schools along with manuals for supervisors and teachers. The programme improved achievement among participating schools. The evaluations showed that schools had increased students retention, improved attendance by girls hence improving completion rates for pupils (UNICEF, 2000).

Mother’s education leads to sustained increases in education attainment from one generation to the next. A wealth of cross country and individual country studies from Africa, Asia over the past 25 years reveal that mother’s education is a strong and consistent determinant of their children’s school enrolment and attainment (Birdsal, 2006). In Tanzania for instance study done by Al-samarai and Peasgood (1998) found out that the education of the head and the spouse does increase the probability of completion. Heads having attended primary school increases the girls’ chances of completion by 6.7% and boys by 4%. Tanzania has since 1971 been having adult literacy campaigns to eradicate illiteracy among the population of the country.

Distance between home and school has been another deterrent factor for children education in many countries in Africa. Nekatibeb (2002) observes that the long distances (particularly rural girls travel to school, has two major problems: one relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach. The other relates to the concern and apprehension parents have for the safety of their daughters. The problem of distance has implications on the stay in school. In Guinea for example constructing schools at close proximity to homes had a positive motivating impact on pupils' participation in schools (Nekatibeb, 2002).

Primary schools in Kenya, the situation is not anything different. Household factors are key determinant of school participation. In slum areas of Nairobi financial constrain is attributed to school dropouts. In a study done by Abagi (1995), 64% of the respondents dropped out of school due to household failure to meet school expenses. To improve access community schools which emerged in the late 1970s and developed quickly by the end of 1980s because of increasing number of children in slum areas of Nairobi and high cost of government schools was an intervention by community leaders, parents and NGOs.

Ministry of education (2002) showed that parents with professional qualifications ensure that their children remain in school. Parents with low level of education have negative attitudes towards education because they do not see immediate benefit. Again they are not in a position to help their children in areas of academic difficulties which discourage learners making

them to drop out. To mitigate the problem of low levels of education the government has formulated policies for adult literacy programmes and continuing education and Non Formal Education (NFE) programmes have been enhanced.

Availability of teaching learning materials has been seen to have a positive correlation on learning outcome levels. In a study conducted by Southern African Consortium for Monitoring Education Quality (SACMEQ) showed that Western and North Eastern provinces in Kenya had least percentage of children owning textbooks. They therefore performed poorly in examinations and this is a precursor of pupils' to dropout. According to EFA Global monitoring report (2010) Turkana and Tana River ranked top ten districts countrywide with high dropout rates of 18.2% and 15.2% respectively. Low cost boarding schools which are funded by Ministry of Education and mobile schools have been put in place to solve the problem of distance and accessibility.

A survey by the Kenya National Bureau of Statistics (2010) revealed that the overall prevalence of pupils' dropout was 41% with boys being 37% and girls 43.3%. Special attention should be paid therefore, to the analysis of internal efficiency of education system which reflects dynamics of different event over the school cycle for example promotion to subsequent grade, repetition of grade, dropout or graduation. Nyandarua West district which is part of central province has school completion rates declining in each subsequent year as the

number of pupils who dropout / repeat, continue increasing as shown in table 1.1.

Table 1.1: Public primary school completion by the year 2006-2011 in Nyandarua West District

Year in std 1	Enrollment in Std 1	Year in std 8	Enrolment in std 8	Difference between enrolment in std. 8 and enrolment in std.1
1999	2159	2006	1577	582
2000	2279	2007	1636	643
2001	2345	2008	1640	705
2002	2233	2009	1546	687
2003	2758	2010	1666	1092
2004	2594	2011	1560	1034

Source: DEO'S OFFICE (YEAR 2011)

From the table above the difference in figures for pupils enrolled in standard one and those who were in standard eight for instance of the cohort group 2003-2010 which is 40%, is a clear indication that those pupils either dropped out or repeated meaning that they never completed primary schooling at the required time or took more years which is a sign of internal inefficiency in education. This trend therefore calls for a concerted effort by all stakeholders in education sector at the district and nationally in general, in order to reverse the trend.

1.2. Statement of the problem

According to Nyandarua district's strategic plan 2005-2010, the current county, poverty situation is 27% of the total population lives in absolute poverty. The situation is manifested in various forms such as inaccessibility to education and inadequate educational facilities. The plan further states that the average dropout rate of 10% is attributed to poverty in various parts of the county in which Nyandarua West District belong. An article by Lucy Mulili Chair children's Advisory Council read "metal dealers blamed for rise in dropout in Nyandarua" tells us how primary pupils are leaving schools to venture in scrap metal trade (Mulili, 2011). This is a clear indication of wastage which reduces completion rates of pupils in primary education in Nyandarua West district. Efforts have been made to curb school wastage through involvement of parents and community in schools especially in provision of teaching learning resources. This has been done through partnership with NGOs like partners for progress where classrooms, toilets and reading materials have been provided. Local administrators like chiefs and assistant chiefs have also been used to ensure that parents take their children to school. This according to statistical returns for the month of January 2012 shows that there is 34% increase in number of pupils completing class eight. Therefore this study was examining household and school factors influencing internal efficiency in public primary schools in Nyandarua West district.

1.3. Purpose of the study

The purpose of the study was to investigate household and school factors influencing internal efficiency in education provision in public primary schools in Nyandarua West district, Kenya.

1.4. Objectives of the study

In order to achieve the purpose of the study the following objectives were addressed:-

- i. To examine the influence of parents' level of income on enrolment of children in public primary schools in Nyandarua West district
- ii. To determine the extent to which distance between home and school affect pupils dropping out of school in public primary schools in Nyandarua West district.
- iii. To determine the extent to which parents' level of education influence completion rate of pupils in public primary schools.
- iv. To establish the extent to which availability of teaching-learning resources influence pupils completion rates in public primary schools.

1.5. Research questions

The following research questions guided the study.

- i. How does parents' level of income influence enrollment rate of pupils in public primary schools in Nyandarua West district?

- ii. To what extent does distance between home and school influence pupils dropping out in public primary schools in Nyandarua West district?
- iii. What influence does parents' level of education have on completion rates of pupils in public schools?
- iv. To what extent does availability of teaching-learning resources influence completion rates in public primary schools?

1.6. Significance of the study

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

1.7. Limitations of the study

The major limitation of the study was how to obtain information from students who after enrolling were unable to complete their studies which could have given more reliable information. To overcome the limitation the class teachers were used give their opinions since they had more information on dropouts.

1.8. Delimitations of the study

The study only focused on public primary schools in Nyandarua West district and was confined to variables in the objectives. Other variables that could affect the dependent variables were not considered.

1.9. Assumptions of the study

The study was based on the following assumptions:

- i. That respondents who were selected, would cooperate in providing information required.
- ii. That relevant data was to be available in the schools.

1.10. Operational Definition of central terms

Assessment: Refers to look at characteristic of an individual in relation to a particular task, environment, or a situation.

Cohort: Refers to a group of pupils joining the beginning grade of a course in a given year and continues in the subsequent grade to the last grade.

Gross Enrollment Ratio: Refers to the ratio of primary enrollment of all ages to the primary enrollment of those in the official primary age group, 6-13 years old. The percentage could be greater than 100% due to over age, under age and high repletion rates.

Household factors: Refers to factors emanating from family background that affect learners schooling.

Internal efficiency: The progression of pupils from the time of enrollment to the time of graduation without being inhibited by any factors.

Net enrolment Ratio: Refers to the ratio of the number of students enrolled of official primary school age to the total population of official primary age children. This should be 100% or less

School factors: Refers to factors emanating from school that affect learners schooling.

1.11. Organization of the study

The study is organized into five chapters. Chapter one presents the introduction which consist of the background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, and the organization of the study. Chapter two gives a review of the literature related to the study of factors influencing internal efficiency in public primary schools education. Chapter three consists of research methodology to be used. It is divided into the following areas: Research design, target population, sample and sampling procedure, research instrument, and data collection procedure and data analysis technique. Chapter four focuses on data analysis, presentation and interpretation of findings and summary of findings. Lastly chapter five contains summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews the literature related to study. It looks at the literature that exists concerning factors influence internal efficiency in education provision in public primary schools in Nyandarua West district. The section also looks at the theoretical and conceptual frameworks on the theory on which the study is based on.

2.2 Internal efficiency in Education

Internal efficiency of education systems is defined as the ability of education system to turn out its graduates at any level in the most efficient way, without wastage, stagnation or repetition (Psacharopoulos 1980). Efficiency is also the ability of the education system to meet education goals and objectives. Winkler (1988) states that internal efficiency of education systems is judged by optimal enrollment. He therefore states that internal efficiency is achieved when educational resources are utilized in optimal way. Internal efficiency can be measured by class size and student to teacher ratio which provide a picture on learning and teaching environment in terms of overcrowding, student teacher contact and availability of teaching and learning resources. Internal efficiency can be improved by reducing wastage and repetition. However, it is well known that not all pupils admitted to the first grade of an educational cycle complete within the prescribed period. Some of them dropout before the

end of the cycle and some repeat one or more grades before either dropping out or completing that last grade of the cycle successfully (UNESCO, 1972). Thus, statistical isolation and measurement of the factors of wastage could be of outstanding help not only to educational planners and policy makers but to all those responsible for education, who profiting from the resulting better knowledge of their education systems could thus define the steps required for the optimal utilization of available resources.

2.3 Factors influencing internal efficiency in education provision in public primary schools.

The factors under study will include household and school related factors and how they may influence pupils' drop out, repetition, and completion rates.

2.3.1. Parents' level of education on completion rates of pupils

Education level of household members is influential in determining whether and for how long children access schooling. Ersado (2005) talks of the widely accepted notion that parental education is the most consistent determinant of the child's education and employment decisions. Higher levels of parents/household education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth, 2005; Hunter and May, 2003). This is because these parents have a positive attitude towards education and they know the benefits that follow after one is educated. A number of reasons are put forward for the link between parental education and retention to school. Some researches indicate that non-educated parents cannot provide support or often do not appreciate the benefits of schooling (Pryor and

Ampiah, 2003). There is evidence that gender and education level of parents can influence which child is more likely to access and remain in school for longer. Often it is the mother's educational level in particular which is seen to have an effect on access (Ainsworth, 2005). In China for instance each additional year of a father's education the probability of his child dropping out of school falls by 12- 14%.

According to USAID (1999-2004) in Guatemala, the national statistics showed that 75% of rural indigenous women were illiterate, and only 1 out of 3 rural indigenous children went to school. Fewer than 2 of every 10 rural indigenous children who enter primary school complete sixth grade. The report further notes that, increased community participation in educational decision making process, promoting women leadership and parent participation in school committees, led to increased retention and promotion from 51% to 66%.

In Kenya a study by Forum for African Women Educationalist (FAWE) found out that of the male community members interviewed, 64% had education level below class 6 and others did not have formal education in Wajir and Mandera districts. One third of the women do not have formal education. One can therefore link this study on to why Wajir and Mandera districts have high dropout hence low completion rates. In such a case children have no aspiration, role models and mentors in their quest for formal education. Lack of education has contributed negatively, especially to girl's education as they regard educating of a girl as a 'waste of time'. Communities have a higher prevalence for boy's education which is perceived to be more prestigious.

Sensitization campaigns, barazas, workshops and seminars are used to create awareness to community members.

2.3.2 Parents level of income on enrollment rate of pupils

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

In Mexico for instance, education expanded significantly between 1970 - 2000. Enrollments rose from 9.7 million in 1970 to 21.6 million in 2000. However it was not uniform across regions. Poorer states like Nayarit and Chiapas continued to have below average enrollments rates even in 2000.

In order to enhance enrollment and attendance to school, the Mexican government introduced several programmes. The main one was Oportunidades formerly known as PROGRESA. It provides grants to low income families so that their children can attend school and health services. Grants range from \$10 to \$40 which are given monthly to the families of students from the third to the ninth grade. Within two years of implementation there was an improved school attendance, reduced grade repetition and school dropout. In a study conducted in the following six districts in Kenya that is Nairobi, Kajiado, Kiambu, Kilifi, Busia and Siaya it was noted that patterns of promotion, repetition, dropout and transfer rates closely followed variations in economic development of each study area site (Bali, 1997). The most developed districts had least wastage rates for both sexes. Overall fewer girls than boys reached standard eight in eight years as more girls than boys repeated or dropped out. Lowest promotional rates were recorded in Busia and Siaya districts which were the least endowed economically among the districts studied. In some Busia schools, for instance, every pupil in the cohort repeated.

2.3.3 Availability of teaching- learning resources on pupil's completion rate

School facilities, availability of resources e.g. textbooks, desks, classrooms, blackboards have been noted to influence dropout (Molteno 2000). The burden of providing these resources in primary schools in Kenya lies with the parent and those pupils who cannot afford to pay end up dropping out of school

(Abagi, 1997). Gender stereotyping in textbooks and other educational materials has also been said to be responsible for limiting girls participation and reinforcing negative self perception (Lockheed and Verspoor, 1991). A study in Latin America that included 50,000 students in grades three and four found that children whose schools lacked classroom teaching and learning materials and had inadequate library were significantly more likely to obtain lowest scores and higher grade repetition than whose schools were well equipped. In Ghana White (2004) offer specific evidence that a minimum basic of school facilities matters significantly for achievement outcomes. Ghana schools would often lose days of instruction due to leaking roofs. Attention to maintenance and repair improved the situation to the extent it showed up as statistically significant in the multiple regression of test scores. In addition to classrooms, adequate sanitation facilities are needed for increasing willingness of parents to enroll their girls.

For instance, with the introduction of FPE in 1994, Malawi's classroom conditions were not conducive for teaching and learning to take place. Pupils sat on the floor, learning took place outside under harsh conditions making the whole teaching and learning process difficult. Provision of facilities like toilets, were inadequate and children are forced to queue to use them. This conditions provided by schools made them unattractive to children and this made them prefer their homes than school (Kadzamira, 2000).

2.3.4 Distance between home and school and its effect on pupils dropout

Research points to distance to school being an important factor in education access, particularly for rural populations (Nekatibeb, 2002). In research sample areas in Ethiopia and Guinea, as elsewhere the greater the distance from home to school, the less likely it is that a child will attend (Colclough, 2000). In terms of dropout this might affect younger children if the journey is deemed too far and girls where parents/guardians are afraid of sexual harassment especially as they grow older (Nekatibeb, 2002), and more for girls than boys because girls are seen as weaker than boys. Distance to school causes irregular attendance and temporary withdrawals from school which in the long run led to dropping out from school.

2.4 Summary of the literature review

According to Mingat (2003) repetition and dropping out of pupil's may lead to primary school completion rate in the developing world become far short of the progress needed to ensure achievement of the education MDG of universal primary completion. Sub-Saharan Africa has the lowest completion rate by far, with barely half of all school age children completing primary school, followed by South Asia with an average completion rate of 70%. The literature review has looked at the factors that influences internal efficiency which are parent level of income, parent level of education, availability of teaching –learning resources and distance between home and school. The literature has shown how these factors influence pupils dropping out or failing

to enroll especially girls in parts of the world. This study intends to fill the gap by assessing how these factors influence internal efficiency in education and also seek to establish whether these factors equally influence dropping out, repetition and completion rates of both boys and girls in Nyandarua West district as it does in other parts of the world.

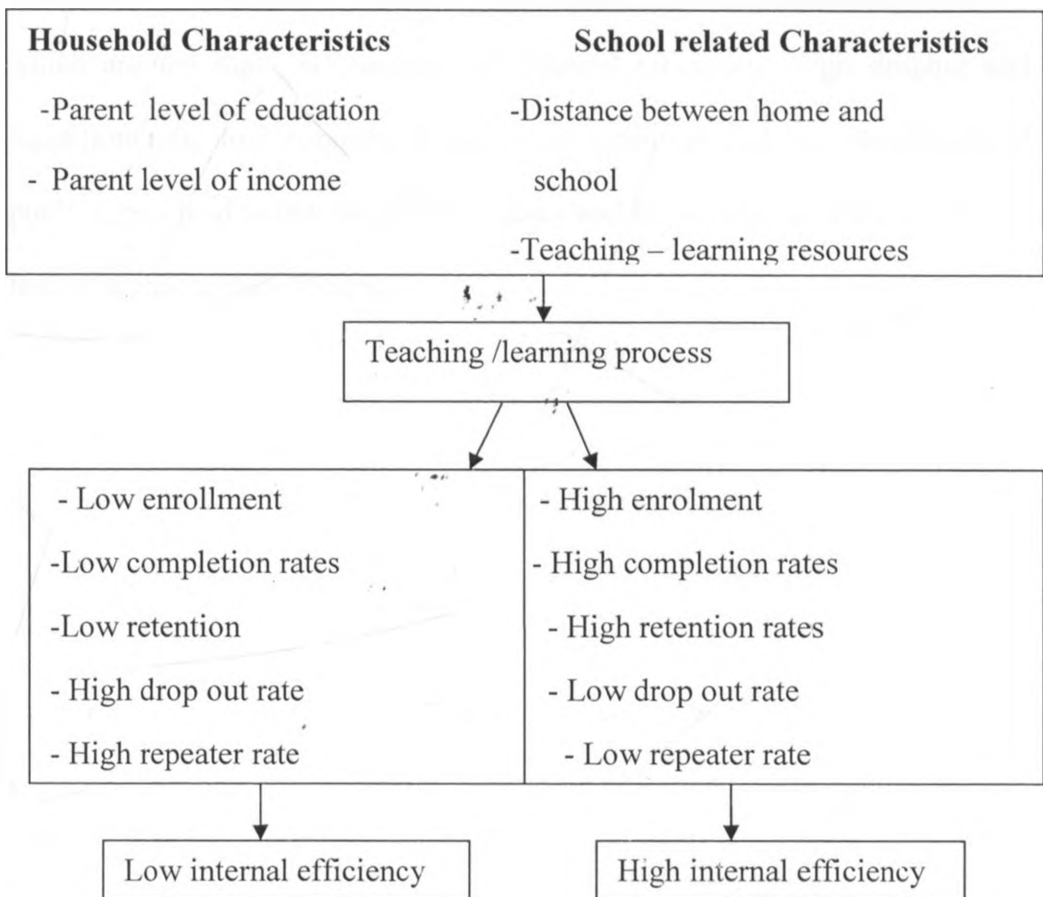
2.5 Theoretical framework

The study is based on human capital theory developed by Shultz in 1960. Traditionally economic growth of any country was attributed to three factors of production namely land, capital and labour. Schultz in 1960 did an extensive study of economic growth in U.S.A and came up with the theory of human capital investment. He argued that growth in output could only be explained by investing in human capital that took place in form of formal education, on the job training, improved health, adult education and the mobility and migration of workers so that they are able to respond to changing opportunities (Schultz, 1971). According to this theory, individuals, society and government invest in education for future benefits. That is why efforts are being put to ensure that children have access and completes formal education without any hindrance. Education as a capital good relates to the concept of human capital which emphasizes that the acquisition of knowledge, skills and attitudes are an important factor in production activities. Education therefore creates informed citizens and helps to upgrade the general standards of living in society. This implies that quality education in primary sector would ensure a strong background and base for human capital accumulation.

Dropping out, repeating or low completion rates leads to low internal efficiency which would deter any anticipated achievement and productivity.

2.6 Conceptual framework

Figure 2.1: Factors influencing internal efficiency in education provision in primary School



Source: Adapted from Abagi and Odipo (1997) efficiency of primary education in Kenya

The framework shows the various factors that may influence internal efficiency as determined by household and school related factors (independent variables). Household factors include: parent level of education, parents level

of income which will influence the school location and availability of teaching/learning resources. School factors include: distance between home and school and availability of teaching/learning resources which on the other hand influences parent level of education and income. Interaction of these factors in the teaching and learning process may affect pupils' rate of enrolment, dropout and repetition, and completion rates (dependent variables) which are the main determinants of internal efficiency. High dropout and repetition rate, low completion rates, low retention and low enrollment of pupil's, may lead to low internal efficiency and the vice versa of the same may lead to high internal efficiency.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section includes research design, target population, sampling techniques and sample size, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and concludes by presenting data analysis techniques.

3.2 Research design

The study used descriptive survey design. Orodho (2004) notes that, the descriptive survey in research deals with the incidences, distribution and interrelations of educational variables. This design was deemed suitable for this study since the study through data collection from respondents; assessed attitudes, opinions on certain issues affecting internal efficiency in schools. In this study the researcher was interested in obtaining facts for the purposes of describing a population which was too large to observe directly.

3.3 Target population

Target population includes all the members of a real or hypothetical set of people, events or objects to which the researcher wish to generalize the results of their research (Borg and Gall, 1996). The study was carried out in Nyandarua West District in Nyandarua County which has 42 public primary schools. The target population therefore consisted of all the head teachers in

the 42 primary schools, 401 teachers and 2071 pupils', 1037 boys and 1034 girls in class eight this year 2012 and 546 school management committee members to represent parents (13 members per school).

3.4 Sample size and sampling procedure

According to Borg and Gall (1989), sampling refers to the process of selecting members from a defined population with an intention that the sample accurately represents that population. Gay (2006) postulates that for a large population at least 10% of the population is a good representation. In order to get a representative sample, stratified sampling was used where the sampling units were the six subzones shown below. Since the number of head teachers was not big, 50% in each subzone was selected using simple random sampling. Pupils who participated in the study were selected using stratified and simple random sampling. The class teachers were selected using purposive sampling because they had more information on various causes of dropout. In this study, 20% of teachers and pupils was a good representative sample. This gave us a figure which was not too small, such that when generalized we obtained more accurate information. Parents were selected from school management committee members. This was because they were accessible through the head teachers. Five from each of the sampled school were sampled using random sampling. Therefore the samples were as follows.

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Table 3.1 Distribution of H/teachers, teachers, pupils and committee members and their sample as per subzone in Nyandarua West district

Subzone	H/Trs	H/T sample	Trs	Trs sample	ppls	Ppl's sample	C. members	C. members sample
Weru	8	4	79	16	386	77	104	20
Ol'joro- orok	6	3	63	13	298	60	78	15
Gatimu	8	4	81	16	486	97	104	20
Kirima	5	3	45	9	223	44	65	15
Silibwet	8	4	58	12	357	70	104	20
Ngano	7	3	75	15	321	64	91	15
Total	42	21	401	81	2071	412	576	95

Source: DEOs Office statistical returns January Year 2012

3.5 Research instrument

In this study, a set of questionnaires were used as the research instrument. Mugenda and Mugenda (2003) observe that questionnaires are used to obtain important information about the population. According to Mulusa (1998) questionnaire are cheap to administer to respondents scattered over a large area and respondents will feel free to give frank answers to sensitive questions. Questionnaires were administered to the head teacher, class teachers, pupils and parents. They consisted of part A which gathered information on school factors which includes availability of teaching and learning resources and distance between home and school and part B which

gathered information on household factors which includes parents' level of income and parents' level of education. Observation check list was also used to record information on the availability of classes, libraries, desks, playground and other facilities necessary for learning.

3.5.1 Instrument validity

Validity refers to the quality of data gathering instruments or procedure that enables it to measure what it is supposed to measure (Best and Kahn, 1993). In this research content validity was determined. This was done to ensure that the instruments covered all the areas under investigation. Through expert judgments' content validity of research instruments could be enhanced (Best and Khan, 2002). The researcher's supervisor, as experts, helped to assess the validity of the instruments. This led to adjustment and modification which increased the instrument validity.

3.5.2 Reliability of the instrument

Reliability has been defined as the degree of consistency that the instrument or procedure demonstrates (Best and Kahn, 1993). To determine reliability of the instrument the test retest was used in this study. This method involved administering the same instrument twice to the same group of subjects with a time lapse between the first and the second test of about two weeks. Reliability was calculated using the Pearson's product moment correlation coefficient (r). A coefficient of 0.7 was deemed appropriate for this study.

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

Where, $\sum x =$ sum of scores in X distribution, $\sum y =$ Sum of scores in Y

distribution $\sum x^2 =$ Sum of the squared scores in X distribution, $\sum y^2 =$

Sum of squared scores in Y distribution, $\sum xy =$ Sum of the products of

paired X and Y score, N= Number of paired X and Y score, r=coefficient of reliability (Best and Khan, 2006). A coefficient of 0.87 was attained. The instruments were thus adopted for use in the study since the coefficient was higher than 0.7.

3.6 Data collection procedures

After approval of the proposal, the researcher sought for a research permit from the National Council of Science and Technology. The researcher then presented the permit to the DEO and participating head teachers in Nyandarua West district and got permission then arranged for the appropriate days of data collection. The researcher on the material day of data collection created a rapport with head teachers and teachers and explained the purpose of the study and then administered the questionnaires. The questionnaires were collected immediately they were filled.

3.7 Data analysis technique

The collected data was inspected to ensure it was complete and accurate. The data consisted of both qualitative and quantitative. Qualitative data was classified and coded into themes and concepts for analysis based on objectives of the study. Quantitative data was analyzed and tabulated using descriptive statistics including frequencies and percentages. Data was analyzed using computer software Statistical Package for Social Sciences (SPSS) to enable mathematical computations since analyzing of data manually would have been tedious and would lead to errors. The analyzed data was presented using both frequencies and percentages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study, the analysis of data collected and its interpretation in relation to the objectives and research questions of the study. It includes an assessment of household and school factors on internal efficiency in public primary schools in Nyandarua West District, Central Kenya. The responses were compiled into frequencies and corrected into percentages and presented in cross tabulations.

4.2 Questionnaire Response Rate

The researcher administered questionnaires to the respondents so as to collect data from the study area. The respondents were the headteachers, class teachers, class eight pupils and committee members in public primary schools in Nyandarua West district. The responses are tabulated in table 4.1

Table 4.1 Research instrument return rate.

Respondent	Expected	Actual	Percentage
	Response	Response	
Headteachers	21	21	100.0
Class Teachers	81	75	92.6
Pupils	412	412	100.0
Committee members	95	90	94.5
Total	615	598	97.2

The researcher expected 21 headteachers, 81 class teachers, 412 class eight pupils and 95 committee members' responses in public primary schools, Nyandarua West district and administered questionnaire. Twenty one questionnaires were returned from the headteachers (100%), seventy five class teachers' questionnaires (92.6%) were returned, ninety questionnaires (94.5%) were returned from committee members and all four hundred and twelve pupils' questionnaires (100%) were also returned. The overall average return rate of the total response for the total target population was therefore 97.2% of the expected. This was considered appropriate for the research study.

4.3 School and household factors on internal efficiency in public primary schools

The data captured focused on the parents' level of income, the distance between home and school, the parents' level of education and the availability of teaching-learning resources in relation to internal efficiency.

4.3.1 The influence of the parents' level of income on pupils' enrolment rate

The study objective (1) sought to identify the influence of parents' level of income on the enrolment of pupils in public primary schools. The researcher sought to indentify the average number of pupils enrolled in each class in the schools. The findings are tabulated in the tables below.

The ratio of teacher to pupils per class is recommended to be one teacher to forty pupils. The Researcher requested the class teachers to indicate the average number of pupils enrolled in each class in the schools. The findings were as follows;

Table 4.2 Class Teachers Response on Pupils' Enrolment

Response	Class Teachers	
	Freq	%
21 – 30	38	50.7
31 – 40	20	26.7
41 – 50	10	13.3
Over 50	7	9.3
Total	75	100.0

Table 4.2, shows that the majority of schools (50.7%) had class sizes of 21 to 30 pupils. This was clear indication that the pupil population was below the recommended class size.

The researcher further sought to know on the ratio of boys to girls enrolled in each class in the schools. The findings are shown on table 4.3.

Table 4.3 Ratio of Boys to Girls enrolled in each class in schools

Ratio	Teachers	
	Freq	%
1:1	9	12.0
2:1	66	88.0
Total	75	100.0

From table 4.3, the majority of teachers (88.0%) indicated that they had more boys enrolled in their class than their female counterparts. This indicates that there is gender disparity in most of the classes

The researcher also sought to know the ratio of class repetition between boys and girls in schools. It is a factor that lowers pupils' self-esteem which cause pupils' late completion or drop out from school affecting internal efficiency in public primary schools. The findings are tabulated in table 4.4 below.

Table 4.4 Teachers response on the average ratio of boys to girls repeating Classes in upper primary

Ratio	Teachers	
	Freq	%
Boys: Girls		
1:1	15	20.0
1:2	60	80.0
Total	75	100.0

A high percentage of the class teachers (80%) indicated that the girl child repeated classes more than the boy child. The findings are consistent with the argument of Bali (1997) that fewer girls than boys reach standard eight in eight years as more girls than boys repeat or drop out.

The researcher further requested the pupils to indicate the number of their siblings who completed primary education to find out on the possibility that there were pupils who dropped out or repeated classes in schools. The findings are tabulated on table 4.5 below.

Table 4.5 Pupils response on the average ratio of their siblings completion of primary education

Ratio	Pupils	
	Freq	%
Boys: Girls		
1:1	20	4.9
2:1	392	95.1
Total	412	100.0

The majority of the pupils (95.1%) indicated that boys completed school more than their girl's peers. A study by FAWWE ascertained that some communities had higher preference for boy child education.

The parents' level of income would highly be determined by their type of occupation thus the researcher sought to identify these occupations and requested the pupils to indicate their parents/guardians type of occupations so as to assess the level of their parents' income which is a great factor that influences enrolment. The results are shown in table 4.6.

Table 4.6 Parents'/Guardians' type of occupation

Response	Pupils	
	Freq	%
Subsistence Farmer	270	65.5
Casual Labourer	64	15.5
Business	65	15.8
White collar job	13	3.2
Total	412	100.0

Table 4.6, it is evident that the majority of the pupils (65.5%) indicated that their parents/guardians were subsistence farmers. The findings are consistent with Cardoso (2007) who argued that poverty is the most common and contributory reason for pupils to be out of school.

(Objective 1) examined the influence of the parents' level of income which is determined by the type of occupation on pupil enrolment. The researcher also sought to identify if it led to pupils being sent home to get money to pay teachers employed by parents. The findings are shown in table 4

Table 4.7 Pupils response on being sent home to get money for teachers employed by parents

Response	Pupils	
	Freq	%
Rarely	26	6.7
Often	280	68.0
Quite often	106	25.3
Total	412	100.0

Table 4.7 shows that the majority of the pupils (68.0%) indicated that they were often sent home to get money to pay teachers employed by the parents/guardians. The findings ascertain Hunter and May (2003) who call poverty ‘a plausible explanation of school disruption’.

The researcher identified various household reasons that cause pupils to be out of school or fail to enroll. They were expected to indicate either they Strongly Agree, Agree, Disagree or strongly Disagree to the reasons. Their responses per given reasons are recorded as follows.

The teachers were to indicate if the pupils’ families were able to pay the teachers employed by parents.

Table 4.8 Teachers responses on the family inability to pay for teachers employed by parents

Teachers		
Response	Freq	%
Strongly Agree	20	26.7
Agree	35	46.7
Disagree	15	20.0
Strongly disagree	5	6.6
Total	75	100.0

Most of teachers (46.7%) agreed that families were unable to pay teachers employed by parents.

The teachers were to indicate if the pupils were out of school or failed to enroll to look after their parents' cattle or sheep

Table 4.9 Pupils dropping out to look after cattle or sheep

Response	Teacher	
	Freq	%
Agree	17	22.6
Disagree	35	46.7
Strongly disagree	23	30.7
Total	75	100.0

The majority of teachers (46.7%) indicated that they disagreed with the fact that pupils dropped out of school to look after their parents' cattle or sheep.

The teachers were requested to indicate whether pupils were out of school or failed to enroll to assist their parents in the farms.

Table 4.10 Pupils dropped out of school to assist their parents' in farms

Response	Teachers	
	Freq	%
Strongly Agree	5	6.7
Agree	27	36.0
Disagree	24	30.6
Strongly disagree	11	14.7
Total	75	100.0

Table 4.10, most of the teachers (36.0%) agreed with the fact that pupils were out of school to assist their parents in the farms.

The researcher asked the teachers to indicate if the pupils dropped out from school to look after their young siblings. The results are shown below.

Table 4.11 Pupils dropped from school to look after their young siblings

Response	Teachers	
	Freq	%
Strongly Agree	7	4.4
Agree	35	46.7
Disagree	17	22.6
Strongly disagree	16	21.3
Total	75	100.0

Most of the teachers (46.7%) agreed that indeed pupils are out from school to look after their young siblings.

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

The researcher sought to identify if the pupils were sent home to collect examination money. The headteachers responses were as follows.

Table 4.12 Lack of examination money

Response	Headteachers	
	Freq	%
Quite Often	5	23.8
often	16	76.2
Total	21	100.0

A high percentage of headteachers (76.2%) indicated that they often send pupils home to collect examination money.

Books are usually provided in school and their misplacements/loss can hinder effective learning. The researcher asked the headteachers to respond if they sent pupils home to replace lost textbooks.

Table 4.13 Replacement of lost books

Response	Headteachers	
	Freq	%
Quite often	4	19.0
Often	16	76.2
Never	1	4.8
Total	21	100.0

The majority of headteachers (76.2%) indicated that often they send pupils home to replace lost books.

School uniform is a school requirement hence the researcher asked the headteachers to indicate if they sent pupils home for not having school uniform.

Table 4.14 School uniform

Headteachers		
Response	Freq	%
Often	20	95.2
Never	1	4.8
Total	21	100.0

A high percentage of headteachers (95.2%) indicated that they often send pupils home due to not having school uniform.

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

Table 4.15 Tattered Clothes

Headteachers		
Response	Freq	%
Often	17	81.0
Never	4	19.0
Total	21	100.0

Table 4.15, Shows that the majority of headteacher (81%) often sent pupils home due to wearing tattered clothes.

Teachers employed by the government were inadequate in public primary school. To boost the teacher population in schools, parents employ teachers.

The researcher requested the headteachers to indicate if they send pupils home to get money to pay the teachers employed by parents. The results are tabulated as follows

Table 4.16 Money for teachers employed by parents

Headteachers		
Response	Freq	%
Quite often	13	61.9
Often	8	38.1
Total	21	100.0

Table 4.16, the majority of headteachers (61.9%) indicated that they quite often send pupils home for the money to pay teachers employed by parents.

4.3.2 Distance between Home and School

The location of the school from home is an important factor which may influence pupils to dropping out of school. Pupils may drop out due to constant lateness which causes punishment or being tired from walking to school for long distances.

Research Question 2, the researcher wanted to identify to what extent the distance between home and school influenced pupils' dropping out in public primary schools. The findings are tabulated in the table 4.17 below.

Table 4.17 Average distance between home and school

Response	Pupils		Committee members	
	Freq	%	Freq	%
2km or Less	339	72.3	75	83.4
3-5km	63	15.3	11	12.2
Above 5km	10	2.4	4	4.4
Total	412	100.0	90	100.0

Table 4.17 shows that the majority of pupils (72.3%) and committee members (83.4%) indicated that the average distance covered between home and school is 2Km or less.

The study then sought to check if the distance from home to school affected the pupils' absenteeism in schools. The results were tabulated in table 4.18.

Objective (2) of the study the researcher sought to determine how the distance between home and school affect pupils' dropping out of schools.

Table 4.18 Respondents' responses if the distance between home and school causes absenteeism in schools

Response	Pupils		C. member		C.Teachers			
	Freq	%	Freq	%	Freq	%	Freq	%
Yes	3	0.7	38	42.2	25	33.3	4	9.0
No	409	99.3	52	57.8	50	66.7	8	81.0
Total	412	100.0	90	100.0	75	100.0	21	100.0

Table 4.18, indicates that the majority of the respondents (pupils 99.7%, committee members 57.8%, teachers 66.7% and headteachers 81%) indicated that the distance from home to school did not cause absenteeism of pupils from school. The findings contradicts Nekatibeb (2002) who argued that distance to school causes irregular attendance to school and temporarily withdrawal from school leading to dropping out.

The researcher also sought to find out other causes of absenteeism rather than distance between home and school. The findings were as table 4.19

The respondents were requested to indicate other causes rather than distance that caused pupils absenteeism from school. The results are as follows;

Table 4.19 Other causes of absenteeism of pupils from school

Response	Committee members		Teachers				
	Headteachers	Freq	%	Freq	%	Freq	%
Lateness		15	16.7	13	17.3	4	19.1
Poor weather		45	50.0	40	53.4	10	47.6
Walking distance		30	33.3	22	29.3	7	33.3
Total		90	100.0	75	100.0	21	100.0

Table 4.19, Shows that the majority of Committee members (50.0%), class teachers (53.4%) and headteachers (47.6%) indicated that poor weather especially during rainy seasons caused pupils absenteeism in schools.

4.3.3 The influence of parents' level of education on school completion rates

Parents play an important role as models to their children's lives, this triggered the researcher to investigate how parents' level of education influence pupils' completion rate in public primary schools (objective 3 of the study). The researcher asked the pupils to indicate their parents' level of education. Their responses are tabulated in table 4.20.

Table 4.20 Pupils response on their fathers' level of education

Response	Pupils	
	Freq	%
Primary	199	48.3
Secondary	91	22.1
Training college	54	13.1
University	9	2.2
Never completed primary	17	4.1
No Response	42	10.2
Total	412	100.0

Table 4.20 indicates that most of the pupils (48.3%) stated that their fathers were primary school leavers. The findings are in line with Al-Samarai and Peasgood (1998) who argued that primary education of the head or spouse does increase the chances of pupils' school completion.

The researcher also requested the pupils to indicate their mothers' level of education. The findings are as table 4.21.

Table 4.21 Pupils response on their mothers' level of education

Response	Pupils	
	Freq	%
Primary	206	50.0
Secondary	160	38.8
Training college	25	6.1
Never completed primary	17	4.1
No Response	4	1.0
Total	412	100.0

Table 4.21, shows that half of pupils (50%) indicated that their mothers were primary school leavers. The findings are in line with the argument of Hunter and May (2003) that the parents level of education is associated with increased access to education, higher attendance rates and low drop out rates

Pupils do not only need academic support in school but also at home. Therefore, it is important they are assisted on areas they are weak in when doing their homework. The researcher sought to identify if the parents/guardians assists their children to do homework (objective 3 of the study). The findings are tabulated as follows.

Table 4.22 Parents’/Guardians’ assistance on pupils’ homework

Response	Pupils	
	Freq	%
Yes	128	31.1
No	284	68.9
Total	412	100.0

The majority of the pupils (68.9%) indicated that their parents/guardians did not assist them with their homework. The findings are supported by Pryor and Ampiah (2003) who argued that non educated parents cannot provide support or often do not appreciate the benefit of schooling.

Further, the researcher asked the teachers to respond to the fact that pupils are out of school due to their parents’ level of education (objective 3). The findings were tabulated as follows;

Table 4.23 Teachers’ response on pupils dropping out of school due to parents’ level of education

Response	Teachers	
	Freq	%
Yes	48	64.0
No	27	36.0
Total	75	100.0

From table 4.23, the majority of the teachers (64.0%) felt that the parents' level of education did cause pupils to drop out of school. The findings are consistent with Ersado (2005) who pointed out that parents education is the most consistent determinant of the child's education.

The researcher requested the teachers to explain why they thought that pupils' dropping out was attributed to their parents' low levels of education. The findings are tabulated in table 4.24.

Table 4.24 Reasons cited by class teachers on pupils dropping out of school due to their parents' level of education

Response	Class Teachers	
	Freq	%
Ignorance on the importance of education	46	61.3
Family's level of poverty	27	36.0
Seek employment	2	2.7
Total	75	100.0

The majority of the class teachers (61.3%) indicated that pupils dropped out of school due to parents' ignorance on the importance of education of their children.

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

Table 4.25 Parents' consultation with teachers on pupils' progress

Teachers		
Response	Freq	%
Often	6	8.0
Sometimes	63	84.0
Never	6	8.0
Total	75	100.0

Table 4.25 shows that the majority of teachers (84.0%) indicated that parents sometimes consulted them on the pupils' progress.

The research question (3) investigated the influence of parents' level of education on the completion rate of pupils in primary level of education. The researcher asked headteachers to indicate if the parents' education level led to pupils' dropping out. The findings are tabulated in table 4.26.

Table 4.26 Headteachers' responses on the effects of parents' level of education on pupils' completion rate

Headteachers		
Response	Freq	%
Yes	20	95.2
No	1	4.8
Total	21	100.0

The majority of headteachers (95.2%) strongly agreed with the fact that parents' level of education contributed to pupils' low completion rate in public primary schools.

The researcher also requested the headteachers to give the various reasons why they felt that the parents' level of education affect pupils' completion rate in schools. The reasons they indicated are shown in the table 4.27.

Table 4.27 Headteachers' response on the various reasons why the parents' level of education affect pupils' completion rate

Headteachers		
Response	Freq	%
Ignorance	9	42.8
Poverty	6	28.6
Negative attitude	6	28.6
Total	21	100.0

From the table, most of the headteachers (42.8%) indicated that parents were ignorant on the importance of education of their children.

4.3.4 Availability of teaching-learning resources

To enhance effective learning there should be adequate teaching-learning resources and facilities like Textbooks and desks. The study objective 4, the researcher sought to establish how the availability of teaching-learning resources influences pupils' completion rates in public primary schools. The findings were tabulated as follows;

Pupils need a comfortable classroom environment. The researcher sought to know whether they are congested in classes and asked the pupils and class teachers to indicate the number of pupils that shared a desk.

Table 4.28 The ratio of desks to pupils in classes

Ratio	Pupils		Class Teachers	
	Freq	%	Freq	%
1:1	33	8.0	2	2.7
1:2	316	76.7	50	66.6
1:3	63	15.3	20	26.7
1:4	—	—	3	4.0
Total	412	100.0	75	100.0

From table 4.28, a high percentage of pupils (76.7%) and class teachers (66.6%) indicated that in their schools pupils shared one desk among two pupils. A study by White (2004) revealed that a minimum basic of school facilities matters significantly for achievement outcome which ensures smooth participation of pupils.

Books play a vital role as a teaching-learning resource (objective 4). The researcher asked the respondents to indicate how many pupils shared a book so as to address on the availability of books in the schools. The results of the ratios are tabulated in table 4.29

Table 4.29 The Ratio of Books to pupils in classes

Response	Pupils		Class Teachers		Headteachers	
	Freq	%	Freq	%	Freq	%
1:1	38	9.2	2	2.7	—	—
1:2	196	47.6	40	53.3	11	52.4
1:3	104	25.2	27	36.0	8	38.1
1:4	74	18.0	5	6.7	2	9.5
Total	412	100.0	75	100.0	21	100.0

The majority of the class teachers (53.3%), the headteachers (52.4%) and most of the pupils (47.6%), indicated that one book was shared among two pupils in public primary schools in Nyandarua West district. The findings are consistent with the study done in Latin America that shows schools with

teaching learning resources are likely to obtain high scores and lower grade repetition rate which would increase participation rates.

The researcher sought to establish how the availability of teaching-learning resources influenced pupils' completion rates in public primary schools (objective 4). Therefore, he requested the headteachers to indicate if the teaching-learning resources were available and adequate. The findings are tabulated in table 4.30

Table 4.30 Headteachers' responses on availability of teaching-learning resources

Response	Headteachers	
	Freq	%
Available and adequate	4	19.0
Available but inadequate	17	81.0
Total	21	100.0

The majority of headteacher (81%) indicated that their school had teaching-learning resources but they were not adequate for smooth teaching and learning.

Further the researcher asked the headteachers to indicate if the available teaching-learning resources and facilities like classrooms, latrines, libraries and playgrounds were adequate to sustain pupils in their schools. The findings are tabulated in table 4.31.

Table 4.31 Adequacy of facilities to sustain pupils in schools

Headteachers		
Response	Freq	%
Yes	2	9.6
No	19	90.4
Total	21	100.0

Table 4.31 shows that the majority of headteachers (90.4%) indicated that the available facilities were inadequate to sustain pupils in public primary schools.

The study's evaluations on the availability of teaching-learning resources (objective 4), the researcher checked on the availability and adequacy of various teaching-learning resources and facilities in the schools within the study area. Data from personal observations are tabulated in the following tables;

The researcher sought to check if the schools have classrooms and if they are enough to accommodate the pupils in schools.

Table 4.32 Availability of adequate classroom

Response	Freq	%
Available and adequate	4	19.0
Available but inadequate	17	81.0
Total	21	100.0

The majority of public primary schools visited (81%) the classrooms were available but inadequate to accommodate the pupil population.

Table 4.33 Availability and adequacy of desk in school

Response	Freq	%
Available and adequate	13	61.9
Available but inadequate	8	38.1
Total	21	100.0

The researcher's personal observations on the availability and adequacy of desks, the majority of schools (61.9%) had desks and they were adequate for the pupils.

Table 4.34 Availability of library

Response	Freq	%
Available but inadequate	2	9.6
Not available	19	90.4
Total	21	100.0

It is clear from the tabulated results of the researcher's observation on the availability and adequacy of libraries in the visited school that a high percentage of schools (90.5%) had no library at all.

The researcher made observations on the availability of playgrounds in the schools.

Table 4.35 School playground

Response	Freq	%
Available and adequate	19	90.4
Available but inadequate	2	9.6
Total	21	100.0

The majority of schools visited (90.4%) had adequate playgrounds. Therefore, this is a clear indication that playgrounds were not a problem among the resources and facilities of the schools. The researcher checked the availability of the textbooks provided by the ministry of education to schools. The findings are tabulated in table 4.36.

Table 4.36 Availability and adequacy of textbooks

Response	Freq	%
Available and adequate	4	19.0
Available but inadequate	15	71.4
Not available	2	9.6
Total	21	100.0

Textbooks were available but inadequate in most of the schools visited (71.4%).

Table 4.37 Availability and adequacy of latrines in public schools

Response	Freq	%
Available and adequate	7	33.3
Available but inadequate	14	66.7
Total	21	100.0

In the schools visited in the study area, latrines were available but inadequate (66.7%).

The constant availability but inadequacy of teaching-learning resources and facilities in schools raises a concern is the government and all the stakeholders to intervene to improve on the provision.

Parents being the prime stakeholders in the schools, the researcher invited some of the schools' committee members to represent the parents to suggest

on their involvement in the provision of teaching-learning resources and facilities. The findings are tabulated below.

Table 4.38 Parents' Response on the provision of teaching-learning resources

Response	Freq	%
Facilitate learning	72	80.0
Improve school facilities	18	20.0
Total	90	100.0

Table 4.38, shows that the majority of the committee members respondents (80%) indicated that they provide teaching-learning resources to facilitate smooth learning in the schools.

From the findings in chapter 4 the researcher has found out that parents level of income, parents level of education and teaching – learning resources cause low enrolment, low completion rate, repetition and dropping out thus affecting internal efficiency in Nyandarua West District.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

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

5.2 Summary of the Study

The main purpose of this study was to assess household and school factors on internal efficiency in public primary schools, Nyandarua West District, Nyandarua County Central Kenya. To achieve this, the researcher had four objectives on the various factors that caused low pupil enrolment and school completion rate. These objectives included the parents' level of income on enrolment of children, the effects of the distance between home and school on the pupils dropping out of school, how the parents' level of education influence completion rate of pupils in school and the availability of teaching-learning resources influencing pupils completion rates in public primary schools. The research questions were formulated to enhance the collection of data of the study.

The study adopted descriptive survey research strategy and simple random sampling technique to select pupils, committee members, class teachers and headteachers who participated in the study. The study targeted 42 public primary schools. Out of which 21 public primary schools were sampled to

participate in the study. Data was collected using Class eight pupils, committee members, Headteachers and Class Teachers' questionnaires. The raw data was coded into themes and concepts and analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) was used for effective analysis. Data were presented in frequency tables and percentages. The findings from the frequency tables and percentages enabled the researcher to establish the recommendations of the study.

5.3 Summary of the findings

The following is a summary of the findings of the study.

From the research findings, the researcher examined the parents' type of occupation to seek their level of income in relation to their children enrolment. It was established that the majority of parents (62.6%) were subsistence farmers and were not able to raise school levies causing their children to be regularly sent home to collect examination money, lack of school uniform, money to pay teachers employed by parents that eventually lead to drop out, thus affecting the internal efficiency in schools. Majority of headteachers (61.9%) indicated that they send pupils home to collect money for teachers employed by parents this was a clear indication that the families were not able to raise school levies.

However, the distance between home and school examined in the study did not pose a danger to the pupils' participation in school. The majority of the

respondents (pupils 99.3%, committee members 57.8%, class teachers 66.7% and headteachers 81.0%) stated that either the pupils were not from far or they had adapted to the distance walked every day.

The researcher also sought to identify if the parents level of education influences the pupils completion rates. The majority of pupils indicated that their parents (50% of the mothers and 48.3% of the fathers) were primary school leavers. Majority of class teachers (61.3%) stated that parents with low levels of education were ignorant on the importance of education to their children. 95.2% of the headteachers strongly agreed that the parents level of education did influence the pupil's school completion rate.

The research findings strongly support the fact that the teaching-learning resources are available but inadequate. However, the majority of the respondents (pupils 47.6%, class teachers 53.3% and Headteachers 52.4%) felt that much is needed to be done on the provision of teaching-learning resources to mitigate the low pupil completion rate.

5.4 Conclusion of the study

The study achieved its objectives in assessing the household and school factors on internal efficiency in public primary schools in Nyandarua West district. The factors included; the parents' level of income, the distance between home and school, the parents' level of education and the availability of the teaching-learning resources on pupils' enrolment and completion rate in schools. The study findings led the researcher to conclude that the parents' level of income was low due to the fact that the majority of the pupils

indicated that their parents are subsistence farmers. The majority of teachers and headteachers indicated that pupils are often sent home because their parents cannot pay the teachers employed by parents, replace lost textbooks, buy school uniform and pay examination money. The research findings shows that the parent's level of income affects internal efficiency since the often sending of pupils home eventually cause drop out.

The majority of the respondents indicated that the distance between home and school do not cause pupils' absenteeism because the majority of the pupils lived near the schools and those that came from far are used to distance walked every day. Poor weather during rainy seasons and frost in the area were cited to be a major cause of pupils' absenteeism rather than distance.

The majority of the headteachers and teachers indicated low parents' level of education causes pupils to drop out due to the ignorance on the importance of education to their children. Other parents encouraged their children to drop out of school to look for jobs since they felt that education was both a waste of time and of no benefit to the pupils. Other parents have a negative attitude towards education hence they don't follow up their children's progress in schools. Therefore, the pupils' low academic progress either leads to repetition or drop out which affect the completion rate.

The availability and adequacy of teaching-learning resources in schools was cited to be available in most schools but they are inadequate to sustain the pupil population in schools hence interfering with smooth teaching and learning. This constant availability but inadequacy of teaching-learning resources raises concern to all relevant stakeholders. Majority of the school; lack library which is an essential teaching and learning facility.

5.5 Recommendations of the study

The study came up with the following recommendations:

- i. Poverty alleviation measures should be established in the society so as to enable more families to get higher income and therefore send their children to school for the entire schooling period.
- ii. Primary schools should have equipped libraries with adequate teaching-learning resources.
- iii. The Ministry of Education to enforce close supervision and inspection of primary schools in order to ensure that pupils do not repeat classes and to allow them transit to the next class regardless of their performance.

5.6 Suggestions for Further Study

The researcher proposes further research in the following areas:

- i. This study needs to be replicated in both public and private school in other districts in the country in order to compare the results.
- ii. Further study should also be carried out in order to identify the negative impacts of pupils who drop out from school.
- iii. A study should be carried out on effects of the pupils class repetition on their performance.

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APPENDICES

APPENDIX I

Letter of introduction

University of Nairobi
Department of Educational
Administration & Planning
P.O. Box 30197
Nairobi

The head teacher,
.....primary school.

Dear Sir/ Madam,

I am a student at University of Nairobi pursuing a master's degree in the Department of Educational Administration and Planning. My research topic is on **Assessment of household and school factors on internal efficiency in public primary schools in Nyandarua West District, Kenya**. I therefore kindly request you to allow me administer questionnaire to the respondents in your school. Your positive participation in this study is highly appreciated and will go a long way to improving internal efficiency in the schools. Thank you for your co-operation

Yours faithfully,

Kiroto Kariuki Francis

(M.Ed student, University of Nairobi)

APPENDIX II

HEAD TEACHERS QUESTIONNAIRE

This questionnaire is designed to gather data on assessment of household and school factors on internal efficiency of public primary schools in Nyandarua West district. Please respond to the questions as they apply to you. Respond by either writing or putting a tick(√) where required.

PART A

Information on school factors

1. What is the current enrollment of your school? Boys..... Girls.....
Total.....

2. Please indicate the number of the following facilities

FACILITY	classrooms	desks	library	Toilets	
				Boys	Girls
NUMBER					

3. Are the facilities above adequate to sustain pupils participation in your school?

Yes [] No []

4. On average how many pupils share one book?

.....

5. What is the farthest and nearest distance travelled by most pupils from home to school? Farthest..... Nearest.....
6. Does the distance between home and school cause absenteeism of pupils in your school? Yes [] No []
7. Explain your answer.....
.....

PART B

Information on household factors

8. How often are pupils sent home for the following reasons in your school?

Reasons	Quite often	Often	Never
---------	-------------	-------	-------

Lack of exam money

To replace lost book

Not having school uniform

Having tattered clothes

Money for teachers employed by parents

9. Does parents' level of education contribute to pupils completing their education in your school? Yes [] No []

10. If yes explain.....

Thank you for your cooperation

APPENDIX III

Class teachers' questionnaire

The questionnaire is designed for the purpose of studying assessment of household and school factors on internal efficiency in primary schools in Nyandarua West district.

Please respond and answer all the questions as honestly and accurately as possible. The information you will give will be strictly confidential.

PART A

Information on school factors

1. How many pupils did you have by the start of this year?

Boys [] Girls [] Total []

2. State the number of pupils who repeated your class this year 2012?

Boys [] Girls [] Total []

3. On average how many pupils share one book in your class?

.....

4. How many pupils share one desk in your class?

5. On average how far do the farthest and the nearest pupil travel from home to school in your class?

Farthest..... Nearest

6. Does the distance from home to school cause absenteeism of pupils in your class?

Yes [] No []

7. Explain your answer

.....

PART B

Information on household factors

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

Often [] Sometimes [] Never []

10. Do you attribute dropping out of pupils to low levels of their parents' education in your class? Yes [] No []

11. Explain your answer

.....

.....

12. Pupils in your class are out of school or do not enroll for various reasons. Rank them by 1, 2, 3 and 4 in the alternative bracket provided depending on the alternative applicable to you. The alternative choices are, 1.Strongly Agree 2.Agree 3. Disagree 4. Strongly Disagree

i. Family inability to pay for exams, teachers employed by parents, books and pens []

ii. To look after their fathers cattle or sheep []

iii. To assist parents in their farms []

iv. To assist parents in looking after their young sibling []

Thank you for your cooperation

APPENDIX IV

PUPILS QUESTIONNAIRE (STD 8)

This questionnaire is designed for the purpose of studying assessment of household and school factors on internal efficiency in primary schools in Nyandarua West District. The information provided will be treated with confidentiality and is only meant for research. Please respond to all items as they respond to you. Tick (✓) where appropriate.

PART A

Information on school factors

1. How far do you travel from home to school?

Less than 1 km [] 1-2 km [] 3-5 km [] Above 5 km []

2. Does the distance cause you to be absent?

Yes [] No []

3. If yes how often are you absent?

Quite often [] Often [] Never []

4. How many pupils share one desk in your class?

.....

5. How many pupils share one book in your class?

.....

PART B

Information on household factors

7. What is the occupation of your parent/ guardian?

Subsistence Farmer [] Casual labourer []

Business [] White collar job []

Others (specify).....

8. How often are you sent home to get money for exam, teachers employed by parents, lost books etc?

Rarely [] Often [] Quite often []

9. How many children are there in your family?

Boys Girls.....

10. How many children in your family are in school?

Boys..... Girls.....

12. How many brothers and sisters have completed primary education?

Brothers Sisters

13. What is the highest level that your parents attained?

Father: Primary [] Secondary [] Training college []

University [] Never completed primary []

Mother: Primary [] Secondary [] Training college[]

University [] Never completed primary []

14. Does your parents/guardian assist you in your home work?

Yes []

No []

Thanks for your cooperation and participation

APPENDIX V

QUESTIONNAIRE FOR COMMITTEE MEMBERS

This questionnaire is designed to help in studying assessment of household and school factors on internal efficiency in primary education in Nyandarua West District. Please respond to the questions as they apply to you. Respond by either writing or putting a tick(✓) where required. Your response will only be used for the purpose of this study only.

PART A

Information on school factors

1. How far do your children walk to school?

Less than 1km [] 1-2km []

3-5km [] Above 5km []

2. Does the distance between home and school affect your child's learning? Yes [] No []

3. Explain your answer?

.....

4. Are parents in your school get involved in provision of teaching learning resources? Yes [] No []

5. If yes why

.....
.....

6. Does availability of classroom, desks, books, toilets help pupils in class performance? Yes [] No []

PART B

Information on household factors

7. What is your gender?

Male [] Female []

8. What is your academic qualification?.....

9. How many children do you have?

Boys.....Girls.....

10. How many are in school?

Boys.....Girls.....

11. How many have completed primary education?

Boys.....Girls.....

12. What is your occupation?

.....

13. Do you have difficulties in paying school levies?

Yes [] No []

14. How often are your children absent from school?

Quite often [] Often [] Never []

Thanks for your cooperation and participation

APPENDIX VI

OBSERVATION SCHEDULE

DATE.....

NAME OF SCHOOL.....

SUBZONE.....

DISTRICT.....

Evaluation of teaching and learning resources and facilities

Facility	Number	Available and adequate	Available but inadequate	Not available
Classroom				
Desks				
Library				
Playground				
Textbooks				
Toilets				

Thanks for your cooperation and participation

APPENDIX VII

LETTER OF 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

Our Ref: NCST/RCD/14/012/749

Date: 22nd June 2012

Francis Kariuki Kiroto
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Assessment of household and school factors on internal efficiency in public primary schools in Nyandarua West District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Nyandarua West District for a period ending 30th September, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Nyandarua West 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.


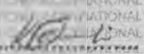
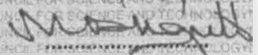

DR. M. K. RUGUTT, Ph.D, DSC.
DEPUTY COUNCIL SECRETARY


Copy to:

The District Commissioner
The District Education Officer
Nyandarua West District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

**APPENDIX VIII
RESEARCH PERMIT**

<p align="center">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Francis Karluiki Kiroto of (Address) University of Nairobi P.O.Box 30197-00100, Nairobi. has been permitted to conduct research in</p> <table border="0" style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 50%; text-align: center;">Nyandarua West</td> <td style="width: 50%; text-align: center;">Location</td> </tr> <tr> <td style="text-align: center;">Central</td> <td style="text-align: center;">District</td> </tr> <tr> <td></td> <td style="text-align: center;">Province</td> </tr> </table> <p>on the topic: Assessment of household and school factors on internal efficiency in public primary schools in Nyandarua West District, Kenya.</p> <p align="right">for a period ending: 30th September, 2012.</p>	Nyandarua West	Location	Central	District		Province	<p align="center">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/012/749 Date of issue 22nd June, 2012 Fee received KSH. 1,000</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  Applicant's Signature </div> <div style="text-align: center;">  Secretary National Council for Science & Technology </div> </div>
Nyandarua West	Location						
Central	District						
	Province						

<p align="center">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice <p align="left" style="margin-top: 20px;">GPK6055f3mt10/2011</p>	 <p>REPUBLIC OF KENYA</p> <hr style="width: 20%; margin: auto;"/> <p>RESEARCH CLEARANCE PERMIT</p> <p align="center" style="margin-top: 20px;">(CONDITIONS—see back page)</p>
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