IMPACT OF INTERNAL INEFFICIENCY ON COMPLETION IN PUBLIC PRIMARY SCHOOLS IN THARAKA NITHI COUNTY, KENYA

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E55/CE/11824/2008

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY

JUNE 2012
DECLARATION

This project is my original work and has not been submitted to any other University for any other program.

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Date 14.6.2012

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First, I dedicate this project to the Almighty God for inspiring me in my educational endeavor. I also sincerely dedicate this project to my wife Evelyn for giving me untiring encouragement throughout the process and to my children Kathomi, Muthuri and Mukami who have always missed my parental love during the entire period of writing the project.
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# TABLE OF CONTENTS

Declaration ........................................................................................................... ii

Dedication ............................................................................................................ iii

Acknowledgement ............................................................................................... iv

Table of Contents ............................................................................................... v

Abbreviations and Acronyms ............................................................................ xi

Abstract ............................................................................................................... xii

**CHAPTER ONE**

1.0 INTRODUCTION .......................................................................................... 1

1.1 Background to Study .................................................................................... 1

1.2 Statement of the Problem ............................................................................ 5

1.3 Purpose of the Study .................................................................................... 6

1.4 Objectives of the Study ................................................................................ 6

1.5 Research Questions ....................................................................................... 7

1.6 Significance of the study .............................................................................. 8

1.7 Assumptions of the study ............................................................................ 8

1.8 Limitations of the study .............................................................................. 9

1.8.1 Delimitations of the study .................................................................... 9

1.9.0 Theoretical Framework ........................................................................ 9

1.9.1 Conceptual Framework ....................................................................... 12

1.10 Operational Definition of Terms ............................................................... 15
CHAPTER TWO

2.0 LITERATURE REVIEW .................................................................................. 17

2.1 Introduction ................................................................................................. 17

2.2 Challenges of Internal Efficiency in Education ........................................ 19

2.3 Improving the Quality of the Teaching Staff ............................................. 25

2.4 The Role Quality Assurance and Standards Officers in curbing Internal Inefficiency .............................................................................................. 26

2.5 The Role of Guidance and Counselling in Education .............................. 26

2.6 The School Feeding Programme ............................................................... 27

2.7 Summary of literature review .................................................................... 28

CHAPTER THREE

3.0 RESEARCH METHODOLOGY ...................................................................... 30

3.1 Introduction .................................................................................................. 30

3.2 Research Design .......................................................................................... 30

3.3 Location of Study ........................................................................................ 30

3.4 Target Population ....................................................................................... 31

3.5 Sampling Techniques and Sample size ..................................................... 31

3.6 Research Instruments ................................................................................ 32

3.7 Piloting ......................................................................................................... 33

3.7.1 Validity ................................................................................................... 33

3.7.2 Reliability ................................................................................................ 34
3.8 Data Collection Procedure ........................................... 35
3.9 Data Analysis and Presentation ...................................... 36
3.10 Logical and Ethical Considerations ............................... 36

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION .......... 39
4.1 Introduction .................................................................. 39
4.1.1 Demographic Data ...................................................... 39
4.2 Analysis of Research Questions ..................................... 44

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS .......... 68
5.1 Introduction .................................................................. 68
5.2 Summary of the Findings .............................................. 68
5.3 Conclusions .................................................................. 72
5.4 Recommendations .......................................................... 72
5.5 Suggestions for Further Research ................................... 74

REFERENCES .............................................................................. 75

APPENDICES

Appendix A: Questionnaire for pupils .................................. 78
Appendix B: Questionnaire for Teachers .............................. 81
Appendix C: Questionnaire for Head Teacher .................... 84
Appendix D: Interview Guide for DQASO .............................. 89
LIST OF TABLES

Table 2.1 Transition rates in some selected countries in Africa (1995) ................................................................. 23

Table 3.1 Summary of the Target Population and Sample Size ................................................................. 32

Table 4.1 K.C.P.E Means Scores (2007 – 2011) ......................................................................................... 49

Table 4.2 Rating Parents’ Economic Status ......................................................................................... 55

Table 4.3 Visit to Schools by Parents ......................................................................................... 59

Table 4.4 Reasons for Absenteeism from School ............................................................................ 62
LIST OF FIGURES

Fig. 1.1 Conceptual Framework of factors affecting completion of education ......14

Fig. 4.1 Respondents distribution across Sampled Schools ..................................39

Fig. 4.2 Respondents Gender in Sampled Schools ..............................................40

Fig. 4.3 Respondents Class across Sampled Schools ...........................................41

Fig. 4.4 Pupils Age in Years ..............................................................................42

Fig. 4.5 Teachers Teaching Subjects ....................................................................43

Fig. 4.6 Respondents Highest Academic Qualification ........................................44

Fig. 4.7 Enrolment of Pupils per Class ..................................................................45

Fig. 4.8 Schools Enrolment (2008 – 2012) ............................................................45

Fig. 4.9 K.C.P.E Candidates with over 250 .........................................................50

Fig. 4.10 Availability of learning and Teaching Resources ....................................51

Fig. 4.11 Causes of Teachers Absenteeism ...........................................................53

Fig. 4.12 Distance between School and Home ......................................................54

Fig. 4.13 Education level of School Management Committee Members ................57

Fig. 4.14 Support by School Management Committee ...........................................58

Fig. 4.15 Parents Concern for their Children’s Education ....................................60

Fig. 4.16 Absenteeism of Pupils .........................................................................61

Fig. 4.17 Reasons foe QASOs Visits ....................................................................63

Fig. 4.18 School Assessment by QASO .................................................................65

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### ABBREVIATIONS AND ACRONYMNS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Lands</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>EO</td>
<td>Education Officer</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Ratio</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>IQ</td>
<td>Intelligence Quotient</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>KIE</td>
<td>Kenya Education Institute</td>
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<td>KIHBS</td>
<td>Kenya Integrated Household Budget Survey</td>
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<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>QASO</td>
<td>Quality Assurance and Standard Officers</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

The main purpose of this study was to find out the impact of internal inefficiency on completion in Public Primary Schools in Tharaka Nithi County, Kenya in the provision of education. Many potential primary school pupils each year fail perform well in the national examination due to wastages in terms of forced repetition and consequently dropping out of the school system. The study endeavoured to determine challenges and problems faced by public primary schools in terms of inefficiency in providing education and determine possible solutions. The objectives of the study were to assess the influence on enrolment, retention and completion rates, establish the causes of dropout rate and poor performance and finally the enhancement of efficiency in the schooling system. The study identified factors affecting the efficiency of public primary schools namely repetition, dropout, low transition and poor performance. The research employed a descriptive survey study design as a better option for intervening in public primary school internal efficiency. Out of 42 primary schools, only 15 public primary schools were sampled. The researcher used questionnaires and interview schedules to collect data. With a target population of 1212, simple random sampling was used to select respondents in these groups namely; Head Teachers, Teachers, and Pupils totalling to 405 respondents. Data was obtained and analyzed by use of Statistical Package for Social Sciences (SPSS) computer package to determine the impact of internal inefficiency on completion in Public Primary schools in Tharaka Nithi County. Both qualitative and quantitative data analysis was used to analyze the data collected. Responses from questionnaire, interview schedules were organized according to pertinent aspects of the study. The findings were presented through descriptive statistics by use of frequencies, tables, graphs and pie-charts. The study showed clearly that among the many challenges facing internal efficiency in public primary schools key among them were repetition of pupils, dropout, poor performance, low completion and transition rates. The study recommends that the Ministry of Education should develop a policy to outlaw repetition, improve the school environment so as to increase completion and transition rates and the government should check on the community based factors that lead to dropout. Based on these recommendations, the study proposes further investigation into the impact of repetition, dropout and poor performance in KCPE in public primary schools in the provision of education in Tharaka Nithi County.
CHAPTER ONE

1.0 INTRODUCTION

This chapter of the research study dealt with the background to the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, research assumptions, the limitations and delimitations of the study, significance of the study, the conceptual framework and operational definition of terms.

1.1 Background of Study

The operation of primary education system in Kenya faces the problem of inefficiency. The government, parents, non-governmental organizations, and donors recognize that although major strides have been made in education in quantitative terms, there are serious shortcomings in Kenya’s education system. Despite heavy investment in the 8-4-4 system of education, enrolment at various levels of education, the quality and relevancy of education at all levels have been questioned. Equally, the education system experiences high level of inefficiency exhibited by repetition, drop-outs and poor performance.

Internal inefficiency is a challenge in the implementation of Education for All (EFA) in Kenya. The vice which presents itself in many forms can erode the gains realized in the education sector despite the massive investment by the government and other stake holders. Repetition of classes by pupils is prevalent in primary schools to the extent that it caught the attention of the Permanent Secretary in the Ministry of Education in January
2011. The Permanent Secretary warned that the trend which had gained prominence in private and public schools was contrary to the government policy of ensuring education for all. He asserted that it was the government policy to ensure that education is accessible to all and forced repetition is a big disservice to this country.

Repetition, dropout, low completion and low transition rates are indicators of internal inefficiency. In Tharaka Nithi County, internal inefficiency was experienced in most public primary schools and this necessitated a study into the challenges posed by this inefficiency with a view of giving recommendations for possible solutions for the vice. In Kenya, large gains in primary enrolment were achieved in the first two decades after independence. The gross enrolment grew from 47 to 115 percent but the trend reversed in the next two decades, lowering gross enrolment to 91 percent in the year 2001. Available data indicated inefficiency in primary education, a trend that ought to be checked in order to realize meaningful benefits from huge investments in education considering that an education system is said to be efficient if maximum output is obtained from a given input, or if a given output is obtained with minimum possible input.

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to sector have maximum impact, and that cost-recovery measures are adopted.
During 1969 and 1970 the International Bureau of Education (IBE) undertook an international study into the challenge of internal inefficiency. The results were embodied in a fairly brief working paper which was sent out before the International Conference on Education and which served as a basis for discussion at the Conference itself (Geneva, 1-10 July 1970).

In Nigeria, the Department of Educational Foundations and Management, Faculty of Education, University of Ado-Ekiti conducted a study on the trend of educational wastage rate in Ekiti state public primary schools between 2006 and 2006. The study revealed that there was a declining trend in the wastage, repetition and dropout rate in the public schools between 2000 and 2000 academic years. It was recommended that educational agencies and school authorities should endeavor to sustain the declining trend in order to improve internal efficiency of primary education in the state.

Repeating a class increases private and public costs of education shouldered by individual parents and the state. It also leads to large classes with attendant problems of assessment and supervision of students; more facilities are needed by the construction and equipping of new classrooms, training and recruiting more teachers as well as providing additional didactic materials. Repeating a class also delays the socio-economic integration of youths in the productive system of a nation and consequently, slows down economic and social development.

Repetition of grades affects the rates of completion in various levels of education. According to Eshiwani (2006) out of 900,000 children who joined standard 1 in 1980, about 350,000 sat for the KCPE in 1987 and only 220,000 proceeded to secondary school.
in 1988. In a country where half of those who enroll into the education system drop out, the overall national development is decelerated at the rate of 50%.

Abagi and Odipo (1997) found that Kenya was facing the problem of inefficiency. The completion rates remained very low at less than 50% for the past five years. The national pupil-teacher ratio was low at about 31:1. The study further indicated that the learning time was not utilized efficiently in primary schools. The factors behind the inefficiencies were: ineffective education policies and management processes, misallocation of resources to educational levels, teachers’ attitudes, time utilization, school environment, poverty, socio-cultural factors and gender issues.

Internal inefficiency of an education system is revealed by low completion, repetition and drop-out rates. The study conducted by Abagi and Odipo (1996) indicated that national gross enrolment in primary education had gone down to 77.7% from 95% in 1989. Regional disparities were also glaring. Primary school participation rates were very low in the arid and semi-arid (ASAL) regions. In North Eastern Province for example primary school gross enrolment rate was 19.7% (12.7% girls and 25.9% boys). But a close analysis of the data revealed that primary education has had internal efficiency problems, such as the high wastage because of low completion and high repetition rates. In this connection, drop-out and repetition rates were higher in upper classes, Standards 5 to 8. Every year, about 10% of pupils from each class failed to move on to the next, resulting in the high cumulative loss experienced by Standard 8. In 1993, for example, the boys and girls enrolled in Standard 1 were 472.5 and 384.2 thousand respectively. However,
four years later, only 372.9 and 364.2 thousand boys and girls were enrolled in Standard 4, which was a dropout rate of about 21% and 5% for boys and girls, respectively.

1.2 Statement of the Problem

Internal inefficiency in public schools has been a challenge to the stakeholders of education in Tharaka Nithi County for a long period of time. This problem is mainly fueled by forced repetition and dropouts and occurs as the teachers scale down the classes in order to post good results in national examinations. These practices lead to wastage of resources invested in education in terms of physical and human resources. The enrolment in primary school level of education currently stands at 68092 in Tharaka Nithi County but only 6.6% survive to class 8 for KCPE while on average, each of the eight classes should be represented by 12.5% of the total enrolment. This indicates a higher enrolment in the lower classes and a lower enrolment in the upper classes which are indicators of internal inefficiency.

A number of pupils who enroll into the school system in Tharaka Nithi County do not survive through the system. A big percentage drops out of the system due to various reasons which include poor school environment, poor parentage and negative cultural practices such as early marriages. It is also saddening that majority of the primary school pupils score below average in the Kenya Certificate of Primary Education. The poor enrolment limits their enrolment into national and provincial schools with the end result being poor performance at secondary level of education after enrolment in district schools.
1.3 Purpose of the Study

The study on internal inefficiency in public schools of Tharaka Nithi County provided valuable information on the factors responsible for inefficiency in public primary schools in Tharaka Nithi County. The study identified the trends of repetition of pupils in public primary schools in Tharaka Nithi County and its effect on national development. The study found out the trend of drop-out which has a devastating effect on pupils whose dreams are shuttered.

Since internal inefficiency is also exhibited by poor performance in national examinations, a study on this problem provided possible solutions so as to arrest the problem which has already brought conflicts between pupils, parents, teachers, school administrators, the stakeholders and the educational management at large. The study revealed the depth of the problem of internal inefficiency in public schools in Kenya with a view to improve the efficiency of the education system. Once the factors are identified, the educational planners embarked on formulating policies which may curb the challenge of repetition, dropout and poor performance in the primary education system in Kenya.

1.4 The Objectives of the Study

The objectives of the study were:

i) To assess the school based factors that influence enrolment, retention, completion and academic performance in Tharaka Nithi County.
ii) To establish the factors responsible for dropouts in the primary education in Tharaka Nithi County.

iii) To determine the causes of poor performance in the primary schools of Tharaka Nithi county.

iv) To assess the capacity of the human resource in respect to enhancement of efficiency in the schooling system in Tharaka Nithi County.

v) To establish the intervention measures that can enhance internal efficiency in the primary system of education.

1.5 Research Questions

i) What are the schools based factors that influence enrolment, retention, completion and academic performance in Tharaka Nithi County?

ii) What factors lead to dropout of pupils from the primary system of education in Tharaka Nithi County?

iii) Which factors lead to poor performance in public primary schools in Tharaka Nithi County?

iv) To what extent is the human resource responsible for repetition, dropout and poor performance in Tharaka Nithi County?

v) Which intervention measures can curb the challenge of repetition, dropout and poor performance in Tharaka Nithi County?
1.6 Significance of the Study

The study guided in handling the problem of internal inefficiency in the primary education system. The study provided a way forward in tackling the challenge of internal inefficiency in Tharaka Nithi County. It sought to assist the Ministry of Education in identifying the factors responsible for repetition, dropout and poor performance in Kenya certificate of primary education. The study sought to further provide the readers with insights which will stimulate more study and serious consideration of this problem of internal inefficiency in the education system in Kenya.

1.7 Assumptions of the Study

The study was conducted with the following assumptions:

(i) That the teaching and learning resources in all the schools in Tharaka Nithi County were of the same standard.

(ii) That the Quality Assurance and Standards Officers in the district offered the same attention to all the schools.

(iii) That the motivation levels were equivalent in all the schools in Tharaka Nithi County.

(iv) That the teachers in the division used the same instructional methods.

(v) That the teachers were fairly distributed in all the schools in Tharaka Nithi County.
1.8.0 Limitations of the Study

(i) The investigation was based on data collected from public day primary schools in Magumoni division of Tharaka Nithi County.

(ii) The data was collected from 15 public primary schools out of a total of 42 schools in the division and was not generalized to represent all the schools.

(iii) The boarding primary schools in the division were not factored in the study.

(iv) The data was responses from the respondents and was not totally true to be generalized.

(v) The findings from one division were not fully representative of the whole of Tharaka Nithi County.

1.8.1 Delimitations of the Study

(i) The investigation was not extended to private primary schools which also contributed to the divisional results.

(ii) The teachers and pupils involved in the study were those in session.

(iii) The sampled schools were representative of all the schools in Magumoni division.

(iv) The resources and constraints in Magumoni were similar to those of any other rural setting.

1.9.0 Theoretical Framework

The study is based on Scientific Theory of Management which was developed by Frederick Taylor in the 1880s and 1890s within the manufacturing industries. Scientific
Management Theory attempted to apply science to the engineering processes and to management. Some of the themes of Scientific Management Theory include: analysis, synthesis, logic, rationality, empiricism, work ethic, efficiency, elimination of waste and standardization of best practices.

The scientific management theory was developed in order to increase efficiency in production.

Taylor came up with Scientific Principles of Management which include:

- Clearly defined large daily tasks. The workers should have clearly defined tasks which take a day to complete.
- Standard working conditions. The workers should be given clearly spelt out work conditions and the necessary tools to enable the worker to accomplish tasks given. It meant there must be a clear division of labour which enhances speed and skill of the worker.
- High pay for success. The payment of workers should be based on performance. There should be a differential system of work compensation. The workers who exceed their targets should be rewarded with bonuses while those who perform below their expectations should have their wages cut.
- Clear job specification. The managers should be responsible for planning and directing all the workers while the workers should be responsible for actual work responsibilities.
- The need for continuous training of workers to provide them with the necessary skills.
The concept of 'efficiency' refers to the relationship between the inputs into a system (be it agricultural, industrial or educational), and the outputs from that system (be they wheat, vehicles or educated individuals). An education system is said to be efficient if maximum output is obtained from a given input, or if a given output is obtained with minimum possible input. The inputs and outputs of an educational system are measured in order to assess the success or failure of the whole system. Educational inputs include the buildings, teachers, books, teaching materials, machines, educational officers and any other educational investment which may be quantified financially in terms of expenditures per pupil per year while educational outputs are seen when pupils flow through the grade structure of an educational cycle.

The promotion of pupils from one class to the other is based on examinations at different stages of learning but the examinations administered at a given time may not adequately measure a pupil's ability. Many psychologists state that learning means 'endowing an organism with new functional properties' and changing all the time, that it is a dynamic and not a static process. It is true that the mechanisms of learning are in many respects little known, but nothing in our present state of knowledge justifies dividing the continuous evolution of the individual into relatively arbitrary stages and administering tests during or at the end of these 'stages' of education.

Theories on intellectual development relate children’s intellectual performance with increase in age. According to Roth, I. (1990), there are some children whose mental faculties develop slower than others “the bright late developers”. Furthermore, Skinner B.F. believes that children are more likely to learn if they are encouraged or rewarded for
the right kind of behaviour. This is based on his theory of motivation and its impact on learning. The developmental psychologist Jean Piaget (1990) has done much to promote the view that children will only learn when they are ready. According to Piaget, when children’s mental faculties have reached a certain stage of maturity, they will discover things themselves. As a result of this insight, teachers these days are much less likely to impose rigid learning regimes on their pupils.

According to Fonkeng 2003, repetition may be tantamount to man playing God by deciding who has to advance academically, educationally or intellectually. Slow developers exist and the fact that a man of 60 years can have the I.Q. of a 10 year old does not stop him from being physically 60 years old. Intelligence develops differently between individuals and that is why there exist slow learners or late bloomers. Except there is a serious mental or physical handicap every child is capable of learning; it is a matter of time. Repetition, dropout and low completion rates are a reflection of inefficiency of the education system. An efficient education system has minimal levels of dropouts and repetition.

1.9.1 Conceptual Framework

The conceptualization of the term school or education efficiency in a developing country should take a process perspective as opposed to an outcome perspective. Therefore, there was need to go beyond the issue of “at what cost” does a school meet its objectives such as its mean score in a national examination. As opposed to efficiency in a factory manufacturing commodities, the school efficiency has to be pegged on how education as a system operates to meet its objectives.
Efficiency and effectiveness in education have become part and parcel of the debate on reform in education and development in Africa. Yet, the conceptualization of efficiency at various levels of education seems to vary considerably. Efficiency of education has been camouflaged by the desire to promote access to education by increasing education opportunities to school-age population. Many countries in Africa have focused attention on increasing resources to the education sector in a bid to achieve universal primary education (UPE). Countries like Kenya are now faced with the problem of a trade-off between enhancing the efficiency of the education sector and increasing primary, secondary and tertiary education.

When children start primary school, they come from a variety of backgrounds and experiences – some will have benefited from pre-primary education or regular pre-school attendance and may be quite advanced socially and educationally, being able to read and write, while others may not have had any of these opportunities so will appear to be struggling by comparison. In addition, some children will have special educational needs including learning difficulties and behavioral problems. Conflict, economic difficulties affecting the time parents or other care takers are able to spend with children, migration, natural disasters, health and nutrition problems or other interruptions may have had an impact on children’s pre-school cognitive development. The social environment of school may also be very different from a child’s previous social experience and acclimatization to the social codes in school may take varying times.

Completion in primary education is therefore affected by a combination of factors. The factors were divided into three categories: state education policies; school-based factors;
and household and community based factors. These factors were presented in the following frame work. The frame work also showed the dependent and independent variables.

Figure 1.1: Conceptual framework of factors affecting completion in education.

1.10 Operational Definition of Terms

**8-4-4 System of Education:** This refers to eight years of primary education, four years of secondary education and four years of university education.

**A teacher:** A person who gives instructions to pupils on curriculum matters.

**Access:** This is the ability of all people to have equal opportunity in education regardless of their social, regional or political backgrounds.

**Completion:** This means the accomplishment of an education process.

**Dropouts:** This refers to the pupils who leave schooling before completion of a particular level of education.

**Free Primary Education (FPE):** A programme through which the government funds the pupils in primary education.

**Kenya Certificate of Primary Education:** This is the examination given by the Kenya National Examinations Council to standard eight pupils before joining the secondary school.

**Motivation:** To provide someone with a reason for doing something.

**Out puts:** This refers to the individual’s, a school’s or a nation’s performance in a given level of education.

**Performance:** It is an achievement in a certain given task. For the purpose of this study it is the measure of achievement in national examinations.

**Quality Assurance and Standards Officers:** Officers from the Ministry of Education charged with the responsibility of ensuring quality and standards are adhered to in learning institutions.
Repetition: This is the act of repeating a class within the education cycle.

Retention: This refers to the ability of the education system to sustain the pupils enrolled within the system until completion.

Teachers Service Commission: The body that is charged with the responsibility of recruitment and employment of teachers in Kenya.

Transition: This refers to the movement of pupils from the primary education to secondary education.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Efficiency and effectiveness in education have become part and parcel of the debate on reform in education and development in Africa. The conceptualization of efficiency at various levels of education seems to vary considerably. Several issues have emerged from the analysis of available literature on the issue: Firstly, efficiency of education has been camouflaged by the desire to promote access to education by increasing education opportunities to school-age population. Many countries in Africa have focused attention on increasing resources to the education sector in a bid to achieve universal primary education (UPE), a goal which seems to be unattainable. Countries like Kenya are now faced with the problem of a trade-off between enhancing the efficiency of the education sector and increasing primary, secondary and tertiary education. Secondly, our knowledge about what education or school efficiency entails is limited. Very little is known about the efficiency with which various schools raise pupils’ learning and or achievement.

Thirdly, as poverty increases and the level of investment in education declines, policy makers and planners are looking for innovative and viable strategies for improving the operation of the education system and making education promote national development. A question confronting policy makers is: How can the available resources be used more efficiently in a bid to make education achieve its objectives at household and national
levels? If efficiency is not or is narrowly understood, it would be difficult for policy makers, planners and stake-holders to know and focus on critical elements which could boost effectiveness.

Public spending on education has increased tremendously in Kenya over the last three decades since independence. According to the public expenditure review by the Ministry of Education and Human Resource Development (1998), between 1962/63 and 1996/97, the total education expenditure increased at an annual rate of 17.3 percent in nominal terms, and 9.3 percent in real terms.

A study conducted by Milu Muyanga, John Olwande, Esther Mueni and Stella Wambugu (2010), found that the Primary education system in Kenya has been characterized by internal inefficiency in form of low enrolment, high dropout rates, grade repetition as well as poor transition from primary to secondary schools. This scenario was attributed to high cost of primary education. Their findings indicated that the primary school enrolment rate improved especially for children hailing from higher income categories; an indication that factors that prevent children from poor backgrounds from attending primary school go beyond the inability to pay school fees. Their results also indicated that there still exist constraints hindering children from poorer households from transiting to secondary school. The free primary education programmes was found to be progressive, with the relatively poorer households drawing more benefits from the subsidy.

Education expenditure refers to the financial disbursements to educational institutions for the purchase of various resources or inputs of the schooling process such as
administrators, teachers, materials, equipment and facilities. The overall expenditure is an indicator of a country’s financial commitment to education. The primary education is viewed as the bedrock upon which the rest of the education is built. According to the Kenya National Bureau of Statistics (2010), educational is the key pillar of human development towards the realization of vision 2030. A survey conducted by the KNBS put the total enrolment in the primary level of education at 9,425,390. In view of the importance of the primary education, the government and other providers of education should guard against internal inefficiency so as to protect the gains realized in the sector. The literature review will therefore focus on the factors that make internal inefficiency to thrive in the primary sector of education. The literature review will also look into the methods of combating the challenges of internal inefficiency in education.

2.2 Challenges of Internal Efficiency in Education

2.2.1 Rate of Enrolment

Low enrolment in primary education is a serious problem in sub-Saharan Africa. In Ethiopia, the participation in formal education in the rural areas is extremely poor. An aspect of this problem is late entry to primary school, which has dire consequences for educational attainment, most notably for girls. In particular, the importance of parental and neighbourhood education are vital to the education of the children. The education of both parents is important to enrolment and starting time. Furthermore, education of women in the neighbourhood increases the probability of enrolment.

In Ethiopia a strikingly low percentage of school-aged children participate in formal education, even when compared with other low-income African countries. In 1994, for
example, the primary gross enrolment ratio (GER) for Ethiopia was 31 percent, while the average primary GER for Sub-Saharan Africa as a whole was 74 percent (UNESCO 1997). The 1984 Population and Housing Census shows that this poor performance is attributable to very low enrolment in rural areas, as universal primary education appears to have been achieved in the urban centers.

There are a number of potential consequences of low enrolment and dropouts. Children who start school late may have more difficulty learning than younger children. For various reasons, they may be unable to progress as far in school as would have been possible had they started on time. This is particularly true for girls, who may be forced to leave school at the onset of puberty or upon marriage.

2.2.2 Completion Rates

According to previous studies conducted by Abagi and Odipo (1997), there is internal inefficiency in the Kenyan primary education sector. The study showed that more than 50% of enrolled pupils fail to complete the education cycle, yet education consumes about 55% of the government’s recurrent expenditure. An efficient system of education would considerably reduce low completion and the resources saved could be used to provide more instructional materials and improve the teacher-pupil ratio. Abagi and Odipo also noted that while a 100% completion rate may not be attainable anywhere, completion rates in Kenya can be improved through appropriate policy measures and political will which would put education at the core of development.

Districts in the arid and semi-arid regions are the worst hit by the low completion rates. A study conducted by Abagi and Odipo (1997) revealed that the pupils who reached
Standard 8 and sat for the KCPE was less than 50% since 1988. For those pupils who entered Standard 1 in 1988, only 42.6% (42.1% girls and 43.0% boys) completed Standard 8. For those who were enrolled in Standard 1 in 1989, only 44.3% (43.3 % girls and 45.1% boys) completed in 1996. This indicates that large numbers of primary school pupils are lost to the system before completing the final year of primary education. Abagi and Odipo (1997) further noted that the inefficiency caused by low completion rates is a serious waste which must be arrested immediately. The government and its partners in education must come up with viable policy initiatives, including affirmative action in an endeavor to save the education system from inefficiency.

2.2.3 Repetition Rates

According to Gravenir (2004), grade repetition remains an important impediment to efficiency of schooling, and high repetition rates, especially in education systems where demand for education outstrips supply, represent a waste of scarce resources. Traditionally, grade repetition has been used as an indicator of educational inefficiency. Progression is not considered smooth when students must repeat one or more years of schooling, or when their participation is interrupted for a period of time.

The students enrolling in the same grade or year of study a second or further time are classified as repeaters, except if the new programme is classified as higher than the previous one. The percentage of repeaters is given by the total number of pupils who are enrolled in the same grade as the previous year, expressed as a percentage of the total enrolment in primary education (Levin 1987).
A survey by Ministry of Education in 1993 found variations of repetition rates across regions and gender. Boys, with a repetition rate of 15.6 percent, had a higher rate than girls did at the national level. Rift Valley Province had the highest repetition rate of 17.3 percent followed by Nyanza Province with 16.6 and Eastern Province 16.1 percent. The rate was lowest in Nairobi and North Eastern provinces, 4.7 and 8.6 percent respectively. An efficient educational system should enable students to graduate within the standard frame. If students spend more than the time normally required it amounts to internal inefficiency (Gravenir 2004).

In his survey, Mwiria (1985) pointed out that the repetition rates at county levels are also worrying. In some schools, pupils are forced to repeat upper classes several times or sit for the KCPE as many as two or three times, in order to obtain higher scores which would enable them to secure admission in secondary schools. Such scores would also boost the image of a school, especially if it is privately run.

2.2.4 Transition Rates

Buchmann (2007) argued that while the transition from school to work has become a main policy focus in most countries, greater effort is required to facilitate other transitions throughout the schooling process, especially those between the primary and the secondary level. Transition rate in Kenya’s education system can be defined as the percentage of Form 1 enrolment in secondary schools to the total number of pupils who completed Standard 8 the previous year. A low transition rate signifies education wastage, as most of the pupils who complete one level of education do not proceed to the next. Since 1991, primary to secondary school transition rate has ranged between 39 and
46 percent. The year 1993 had the lowest transition rate when only 38.40 percent of those who completed standard 8 in 1992 joined Form 1. During the same period, boys had a higher transition rate than girls. A comparison of transition rates in some selected African countries in 1995 shows major variations across countries and gender.

**Table 2.1: Transition rates in some selected countries in Africa (1995)**

The following table shows the transition rates in six selected countries in Africa.

<table>
<thead>
<tr>
<th>Country</th>
<th>Transition</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Algeria</td>
<td>78</td>
<td>74</td>
<td>82</td>
</tr>
<tr>
<td>Cote D’Ivoire</td>
<td>39</td>
<td>42</td>
<td>34</td>
</tr>
<tr>
<td>Mauritania</td>
<td>76</td>
<td>79</td>
<td>73</td>
</tr>
<tr>
<td>Morocco</td>
<td>79</td>
<td>77</td>
<td>82</td>
</tr>
<tr>
<td>Namibia</td>
<td>77</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td>Niger</td>
<td>29</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Mauritius</td>
<td>61</td>
<td>57</td>
<td>65</td>
</tr>
<tr>
<td>Tunisia</td>
<td>65</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>Senegal</td>
<td>30</td>
<td>31</td>
<td>29</td>
</tr>
</tbody>
</table>

*Source: UNESCO (1999).*

Ethiopia, Algeria, Mauritania, Morocco, and Namibia had transition rates of more than 70 percent. On gender variations, girls had a higher transition rate than boys in Algeria, Mauritius, Morocco, Niger, and Tunisia. Since the introduction of Free Secondary Education in Kenya in 2008, the national transition rate now stands at 70%. The
remaining 30% represents a sizeable number of class eight graduates who miss out in enrolment into secondary education.

2.2.5 Inability to Hold Children within the System (Dropouts)

The holding power of the educational system in both its voluntary and its compulsory sectors depends on external and internal factors. Social and economic conditions may be such that the school cannot retain children as it would wish. Yet much can be done to adapt the system to external conditions so that total loss does not occur. The system has much greater responsibility for drop-out from school which occurs as the result of educational failure. Nevertheless in many countries the number of available school places at successive levels of education decreases, and it would be wrong to assume that all nations intend to hold all children initially recruited into the system throughout the total range of provision. However, it is reasonable to regard the national aim as being to retain all children recruited into a cycle until the objectives of that cycle have been satisfied.

In Ethiopia, drop-out was identified as a major problem facing the educators. The causes of dropouts in the Ethiopian system of education were identified as household activities, wage employment and marriage. Not enjoying school or failing were also identified as reasons to drop out of school.

In Kenya, The 8-4-4 system has been criticized as being a wasteful system. Even with the introduction of FPE in 2003, an initiative that has seen more children go to school, not all school going children have been able to access education. At secondary level, cost sharing which forces parents pay for school uniform and utilities, has raised the cost of
hiring teachers and recurrent and capital expenditure (GOK: 1999). Access to secondary school education still remains limited despite the rapid expansion of the sector.

2.3 Improving the Quality of the Teaching Staff

In all institutions, the level of efficiency is determined by the quality of staff. A competent staff will enhance internal efficiency while the incompetent staff will create inefficiency. According to Spencer and Ingram (1952), “teaching is an art. It is something which is practiced not merely known. A teacher can best acquire his or her power to teach, a command over the art, by teaching; a skill in this way is acquired.” Kathuri (1986) asserted that, “a primary school with good quality staff is an asset to the school if the latter aims at high academic achievement.” The need for quality staff calls for regular capacity building for the teachers. This will keep the staff updated so as handle appropriately the ever emerging challenges of the efficiency of the school system. The staff is an important resource because according to Edgar L.M. (1967), “Human resources are most important ingredient of any successful endeavor because people make up a society. A productive person is both the means to and the end product of education.” Each teacher should endeavor to advance professionally so as to be more productive. This is evidenced by the argument of Harold B. (1968), that “the professional teacher reaches the heights of his craft when his pupils become their own best teachers, consciously setting up conditions for changing their ways in the direction of their own goals.
2.4 The Role of Quality Assurance and Standards Officers in curbing internal inefficiency

The Quality Assessment and Standards Officers should offer regular assessment to all the schools. The officers should organize refresher courses and workshops for teachers and head teachers. There should also be induction courses for newly recruited teachers and heads of schools. The government should facilitate the officers in terms of transport so that they can reach all the schools for assessments. According Kenneth King, (1968), with minimum supervision in many areas it is not surprising that absenteeism is common and that many teachers have tried to combine teaching with business interests” Equally important, the Quality Assurance and Standards Officers should be more updated and experienced than the teachers they assess. This will make the teaching fraternity to value and use the professional advice which is given by the officers.

2.5 The Role of Guidance and Counseling in Enhancing Efficiency of the Schooling System

Guidance and counseling services should be offered to the pupils in all the schools. Unfortunately, it has taken very long before the establishment of the guidance and counseling departments in our Kenyan schools. Very few schools have regular guidance and counseling services. But Guidance and counseling plays a key role in the achievement of the set objectives for the schooling system in Kenya. According to Mutie and Ndambuki (1999), Guidance and counseling is important in schools because of the following reasons:-
• It helps the pupil in vocational development.
• It helps the pupil to indentify, enter and advance in a career.
• It helps in the total development of a pupil.
• It assists in identifying and motivating the disadvantaged.
• Helps to check wastage and stagnation.

These above issues are critical in enhancing retention, high transition and in prevention of dropout.

2.6 The School Feeding Programme

Good health is a prerequisite for pupils' retention in the schooling system. A well balanced diet is therefore a requirement for a school going child. Raju (1973) stated that lack of an adequate and well balanced diet leads to many ailments in school children often with consequent adverse effects on their educational progress. The ELIMU NEWS publication (issue no. 3 May 2008) stated that “schools under the school feeding programme have registered significant increased enrollment and stability in attendance as more and more children go to school mainly because of the provided meals…… poor diet will negatively affect the learning process. Children who don’t feed well have poor concentration, poor health characterized by absenteeism as well as low self esteem.” These factors may eventually lead to withdrawal from the schooling system.

The feeding programme leads to increased enrollment, retention of students and a higher transition rate. The learners should therefore be provided with adequate meals which will
give them enough energy and protect them from diseases which weaken the body hence affecting retention in the schooling system.

2.7 Summary of Literature Review

The literature review captured the factors that lead to internal inefficiency in primary education and also highlighted the effects of internal inefficiency. The review has further looked into the possible intervention measures which the government and the other providers of education should embrace in order to curb the menace of internal inefficiency in the schooling system.

The literature review showed that the cost sharing policy introduced by the government is detrimental to access and equity in education as it discriminates against the low income earners. The inefficiency of the schooling system and the traditional ways of life play negatively to the provision of education and intervention measures should be put in place to eliminate the vice of internal inefficiency. The high repetition rates, low completion and low transition rates are great indicators of internal inefficiency despite the mammoth resources which are pumped into the education system year in year out. The literature review also showed that internal inefficiency occurs when the schools are unable to hold the children within the schooling system.

The literature review indicated that internal inefficiency can be reduced by improving the quality of the teaching staff and sensitizing the parents to take a key role in the education of their children. The District Quality Assessment and Standards Officers should also play a big role in the reduction of internal inefficiency in the education system in order to
realize the intended objectives of education. The school feeding programmes and effective guidance and counseling programs should further be introduced in the schooling system.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

As discussed in the previous chapters internal inefficiency thrives in the public primary schools in Kenya. Internal inefficiency affects performance which determines the destiny of the child. This notwithstanding, there are barriers that hinder internal efficiency in public primary schools in Tharaka Nithi County. This chapter presented the research design, location of the study, target population, sampling technique and sample size, research instruments, piloting, validity, reliability, data collection procedures and data analysis.

3.2 Research Design

The study followed an exploratory approach using descriptive survey design to study the factors that led to internal inefficiency in the public primary schools in Tharaka Nithi County, Kenya.

3.3 Location of the Study

The locale of the study was Magumoni Division of Tharaka Nithi County, Kenya. The study was limited to Magumoni Division because the county is large and densely populated. The cost of covering the whole county was therefore high and some parts of the county were not easily accessible.
3.4 Target Population

The schools which were sampled from Tharaka Nithi County were Kiamuriuki Primary School, Magumoni primary school, Kigogo Primary School, Karamani Primary school, Gatituni primary school, Mukuuni primary school, Njuri primary school, Gichenge Primary School, Ndagoni primary school, Nthambo primary school, Kiricho primary school, Kangoro primary school, Ikuu primary school, Rubate primary school and Kagera primary school. The target group was standard seven and eight pupils from the sampled schools because they could understand the instructions in the questionnaire. Tharaka-Nithi County has 303 primary schools, 1909 teachers and 68092 pupils. The study selected 15 primary schools with a population of 120 teachers, 15 head teachers and 1050 pupils.

3.5 Sampling Techniques and Sample Size

3.5.1 Sample Technique

Simple random sampling technique was used to identify schools, teachers and pupils.

3.5.2 Sample Size

Out of 42 schools in Magumoni Division of Tharaka Nithi County, 15 schools were sampled. Out of 336 teachers in the division, 45 teachers were sampled and 15 head teachers were sampled out of 42 head teachers. A total of 330 pupils were sampled from a total of 1050 pupils. Therefore, there were a total of 405 respondents out of the target population of 1212. The respondents formed 33% of the target population.
The following table presents a summary of the study population and sample size.

Table 3.1 Summary of Study Population and Sample Size

<table>
<thead>
<tr>
<th>S/N</th>
<th>Category</th>
<th>Target Population</th>
<th>Sample Size</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Head teachers</td>
<td>42</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>120</td>
<td>45</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>Pupils</td>
<td>1050</td>
<td>330</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1212</td>
<td>405</td>
<td>33</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The study adopted the following two main research instruments:

3.6.1 Questionnaire

The questionnaires were the main research instruments for data collection. The questionnaires were issued to the head teachers, teachers and pupils. The questionnaire was used because it took less time to administer, it was less expensive and it was also less involving. The questionnaires will be delivered directly; completion of the questionnaire supervised and collected the same day from the sampled pupils. The questionnaire administered to the teachers and head teachers was either collected the same day or after
one week if the respondent were not available. The questionnaire was open and close ended.

3.6.2 Interview Schedule

The interview schedule was also used for data collection. I used the interview schedules to get information from the District Quality Assurance and Standards Officer (DQASO). The interview schedule was used to get information from the officer because the officer could not get time to complete a questionnaire. It also took a short period of time to get the information from the officer using the interview schedule.

3.7 Piloting

To establish the validity of the instruments, I conducted a reconnaissance survey before administration to the sampled respondents. The pre-test was done in three schools which were not be sampled for the study.

3.7.1 Validity

The study adopted content validity which indicated whether the test items represented the content that the test is designed to measure. The pilot study assisted in determining the accuracy, clarity and the suitability of the instruments. It helped identify inadequate and ambiguous items such that those that fail to measure the variable they are intended were modified or disregarded completely and new items added. Gall et al (1996) points out that content experts determine content validity. To measure validity, the instruments used
in the study were examined by the supervisor and other academic experts in the department.

3.7.2 Reliability

Reliability is a measure of the degree to which a particular measuring procedure provides consistent results or data after a repeat trial (Gay 1992). To gauge test-retest reliability, the test was administered twice at two different points in time (in this case a difference of two weeks were allowed to pass before the treatment was applied to the same respondents). This kind of reliability was used to assess the consistency of a test across time. This type of reliability assumed that there was no change in the quality or construct being measured. Spearman rank order correlation (r) was used to compute the correlation co-efficient to establish the degree to which there is consistency in eliciting similar response every time the instrument is administered.

Formula for calculating spearman’s coefficient

The following formula was used to calculate the coefficient;

\[ r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)} \]

Where;

\( Sd^2 \) = is the sum of the squared differences between the pairs of ranks, and \( n \) is the number of pairs.

\( n \) = is the number of pairs of observations.
The advantages of this coefficient were that, if calculation is to be done by hand, it was easier to calculate, and could be used for any data that can be ranked – which included quantitative data. The results obtained were + 0.67 which indicated a perfect positive relationship between the first and the second results.

3.8 Data Collection Procedure

The researcher made sure that the research instruments were complete and readily available. The questionnaires and the interview schedules were to be error free and the number of the copies to be supplied would be adequate. Other agents subscribed to supply the copies to the respondents were given well in advance. To be orderly, the researcher designed a schedule representing actual dates and time framework of each activity and event in this research study. The researcher sought permission from the Department of Educational Management, Policy and Curriculum Studies and Graduate School at Kenyatta University and the Ministry of Higher Education, Science & Technology, prior to arrangements with selected schools. Distribution of the research instruments was made by the researcher in advance through making appointments with the Head teachers, Teachers and pupils for distribution of research instruments. Before data collection, the researcher pre-tested all the research instruments. The researcher piloted the questionnaires with a small representative sample. This helped the researcher to find out if the selected questions were answering what they were supposed to measure.
3.9 Data Analysis and Presentation

The two methods of data collection contained both open and closed questions derived from the research objectives with predetermined themes. The simultaneous use of open and closed ended questions helped to close-validate the data.

The responses to open ended questions were re-examined, read in order to identify emerging themes. These themes were coded differently and fed into SPSS again as new variables to establish the number of times each theme was mentioned. The transcribed responses from the focus group discussions were categorized into thematic patterns and were used to provide further explanation for both the identified themes and frequency tables from all the three schedules. As said earlier, all the questions and schedules were designed to cover similar areas so that they can cross-validate each other. The thematic categories were quantified by converting the qualitative data into quantitative data. The researcher used the statistical analysis in data organization, that is, he needed to interpret using descriptive statistics, frequencies, tables, graphs and charts in the study. In a nutshell the study relied on what analytical framework intended to show, the scale by which variables were measured, number of variables that were analyzed, relationship between variables, the number of samples that were involved and the nature of data.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The research involved a lot funds in terms of making trips to the selected schools in Tharaka Nithi County and also in terms of printing, typing binding, consultation,
photocopying. In such circumstances it was advisable to tighten the budget in order to maximize the expenditure without distorting the whole exercise. Therefore, the researcher introduced wisely cost-saving measures to be precise. The factor of time was very crucial since the distances between the selected schools is great which consumed a lot of time to cover the whole County. It was advisable for the researcher to make prior arrangements for faster and efficient means of accessing the areas especially on the selected areas only. The scope of this study did not allow for 100% collection of data. This was because of the massive population of the potential respondents. Therefore, in this case simple random sampling was widely used by the researcher to collect data for inferential purposes.

3.10.2 Ethical considerations

Since the researcher appeared to “invade” day public primary schools, teachers and pupils’ privacy, the researcher did not subject people to situations harmful or uncomfortable to participants, unless respondents agreed to do it. The participation in research was voluntary. The participants were made aware of the positive and negative aspects or consequences of participation. The informed consent involved two main factors. First, the consent of the subjects was disclosed to the researcher, secondly, assurances of confidential use of research data collected on individuals. The consent helped the explanation that the purpose and nature of research benefited the participants. The researcher asked permission to conduct the research from the Ministry of Education Office through the Permanent Secretary. The researcher avoided deception in case of
limited finance or volatile situations which led to inadequate collection of data. The researcher at all costs avoided plagiarism, which was tantamount to stealing other people's works, which would have eroded the integrity of the researcher and leads to serious professional repercussions. The researcher also avoided fraud, in terms of the researcher faking the data.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter is divided into two main sections. Section one presents demographic data for the respondents. The second section presents the results of the study which are organized along the research questions of the study. This is followed by a summary statement of the conclusion of the study in regard to the question.

4.1.1 Demographic data

Respondents’ demographic data is presented in the following figures.

Figure 4.1 Respondents’ distribution across sampled schools

The following figure shows the distribution of respondents who were head teachers, teachers and the pupils.

![Respondents Chart]

Respondents

- head teachers
- teachers
- pupils

86%, 9%, 5%
Figure 4.1 indicates that majority of the respondents were pupils (86%), followed by teachers at 9%, and head teachers at 5%. The researcher used a higher ratio of pupils to teachers and head teachers because the pupils are the main victims of inefficiency in the schooling system.

**Fig 4.2 Respondents Gender in sampled schools**

The figure below presents the respondents in terms of gender. It shows the number of male and female teachers and the number of female and male pupils.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>Male</td>
<td>78</td>
<td>54</td>
</tr>
</tbody>
</table>

Figure 4.2 indicates the majority of the respondents were male teachers at 78% followed by male pupils at 54%. This finding implies that the survival rate of male pupils is higher than that of the female pupils. The girls may also be lowly motivated for having few female teachers who should be their role models. This scenario calls for affirmative action in the recruitment and distribution of teachers to schools. Staff balancing can also be used to bring fair distribution of teachers in all the schools. The school administration
can also endeavor to create a balance between boys and girls during the enrolment of pupils into the school system.

**Figure 4.3 Respondents Class across sampled schools**

The figure below shows percentage of pupils per class in reference to the class 7 and 8 who were used in the data collection.

![Class distribution graph](image)

Figure 4.3 indicates that majority of the pupils respondents were class 8 pupils (52%) followed by class 7 at 48%. A higher number of class eight pupils in comparison to that of class seven were sampled since the former had a longer experience in the education system hence their ability to provide more information to the researcher.
The age of the pupils who were sampled for this study is figuratively presented below.

Figure 4.4 indicates that majority of the pupil respondents, 35% were 14 years, 21% were 13 years, and 17.5% were 15 years. The data shows that 25.8% of the pupils have delayed in the primary level of education and in effect more resources in form of classrooms, teachers and finances were unnecessarily used to retain the pupils in the schooling system. It further highlights internal inefficiency in the primary level of education.
Figure 4.5 Teachers' teaching subjects

The preference for subjects by the teachers is presented in the following figure.

Figure 4.5 above indicates that majority of the respondents (22%) prefer to teach Social studies, 20% prefer to teach Science and 18% prefer to teach English. Only 10% and 14% preferred to teach C.R.E and Kiswahili respectively. There is a notable imbalance in the teachers’ attitude towards the different subjects which is eventually transferred to the pupils resulting into poor performance in the KCPE. A low preference for English affects all the other subjects as it is the medium of instruction except in Kiswahili. A low preference for CRE is detrimental to the moral development of the pupils and it may account for dropout from the schooling system. The low preference for some subjects could therefore account for poor performance in KCPE in all the sampled schools.
In Figure 4.6, majority of the respondents (Teachers) were P1 and B.Ed with each at 20% followed by Diploma and ATS at 20% each. The data indicates that 50% of the teachers have diploma in education and above which is a distinct effort by the teachers in up scaling their education. Capacity building for the teaching staff should be a continuous process since leads to better management of the schooling system.

4.2 Analysis of Research Questions

Each research question was analyzed by summarizing the responses that relates to what it sought to answer. The summaries are presented in form of figures, tables and text.
4.2.1 Research question one: What are the school based factors that influence enrolment, retention, completion and academic performance in Tharaka Nithi County?

The responses for this research question was sought and analyzed.

Figure 4.7 Enrolment of pupils per class

The following figure shows the distribution of pupils from class one to class eight.

![Graph showing enrolment per class](image)

Figure 4.7 above indicate that majority of the pupils are in class 6 (33%) followed by class 5 at 32%. Interesting to note is that the numbers are on decline at class 4 with 25% on average and class 8 at 26%. In every school that was sampled, the numbers declined in class 8 due to forced repetition in an effort to post good results. While the distribution of pupils may appear fairly good, the completion rates are lower.
Head teachers responded and gave the following reasons which make the pupils to repeat classes:

Some pupils repeat classes for failure to complete their classes due to absenteeism which leads to poor syllabus coverage. Some parents also request that their children should not proceed to the next level. For example, a number of parents are usually unprepared to take their children to the secondary level of education due to scarcity of funds. There are pupils who are slow in understanding the syllabus content. Such pupils perform poorly in assessment tests and they usually take more time in one class. The head teachers also reported of pupils who repeat classes due to poor health status which makes them to have intermittent attendance of classes. Eventually, they lag behind the other learners and hence unable to graduate to the next class or level of education. There are cases of pupils who repeat for being underage (11%). Some parents take such pupils to school earlier than expected in order to avoid their parental responsibility of bringing up the children up to school going age which is 6 years. The head teachers further talked of pupils who repeat classes willingly. In this regard, such pupils may be lacking guidance on the need for continuous progression in schooling. Some pupils were also said to be repeating classes due to their indiscipline which affects their performance. The aspect of teachers' qualifications, abilities, challenges and level of discipline were also cited as causes of repetition of classes by pupils.
Teachers gave the following as possible causes for repetition;

The teachers reported about the pupils who repeat classes due to poor performance. The schools do not allow such pupils to graduate to the next level of education for fear of posting poor result in the KCPE. There are also parents who request that their children be allowed to repeat classes. These parents make such requests in order to have their children spaced in various levels of education and in order to prepare themselves for payment for education at higher levels. Although the government offers Free Primary Education (FPE), some pupils repeat class 7 for lack of KCPE fees which is not provided for in FPE programme. Some parents are not able to raise the examination fees hence locking out their children from entry into class 8. From the data collected, the teachers also reported that pupils who exhibit regular absenteeism are not allowed to graduate to the next class. The other possible causes of repletion cited by the teachers are;

- Failing to sit for end term/end year exams
- To give chance to those in higher classes
- Parents’ financial burden

4.2.2 Research question two: What factors lead to dropout of pupils from the primary system of education in Tharaka Nithi County?

Head Teachers gave the following reasons that make pupils drop out of the school system;

A sizeable number of pupils drop out of school due to poor parental care. Some parents do not provide essential necessities to their children and they also do not motivate them
to remain in the schooling system. The conflicts at the family level which lead to separation of parents equally make some pupils to drop out of the schooling system. Some parents also fail to provide a peaceful and an enabling learning environment. They become extremely harsh to their children.

There are cases of pupils who drop out of school for being overage. The pupils become overage after frequent repetition of classes or after having joined schooling while still overage.

The school based factors that make the pupils to drop out of the school system include the harshness of teachers, lack of basic infrastructure, indiscipline of pupils, peer group influence, poor performance and employment of teachers by the School Management Committees (SMCs) which make the parents to pay some levies.

Drop out of pupils from the schooling system was also caused by community based factors which include lack of role models in the community, early marriages, child labour and political interference.

The head teachers also cited the following as possible causes of drop out of pupils:

- The effect of HIV/AIDS (pupils take up the role of parents)
- Death of parents

Teachers responded and gave the following reasons for pupil drop out of the school system:

Some of the pupils drop out of school due breakdown of parents' marriage, poverty, peer group influence, sickness, drug abuse, forced repetition, orphanage and vulnerability in case parents have died and lack of role models in the community. A number of pupils
also drop out of school for lack of motivation either from school or from the family members. The teachers further said that some families attend churches which do not advocate for education and they also encourage early marriages amongst the members of the church.

4.2.3 Research question three: Which factors lead to poor performance in public primary schools in Tharaka Nithi County?

The study on the causes of poor performance in public schools in Tharaka Nithi County provided the following information.

Table 4.1 KCPE Mean Scores (2007-2011)

This table shows the KCPE mean scores for a period of five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>216.79</td>
</tr>
<tr>
<td>2008</td>
<td>223.78</td>
</tr>
<tr>
<td>2009</td>
<td>216.06</td>
</tr>
<tr>
<td>2010</td>
<td>216.73</td>
</tr>
<tr>
<td>2011</td>
<td>218.70</td>
</tr>
</tbody>
</table>

Table 4.1 above indicated that the highest mean score over the last five years was 223.79 in the year 2008 followed by 218.70 in 2011. The lowest was 216.06 in 2009. The data exhibits a performance which is much lower than the average mean of 250 marks out of a total of 500 marks.
The performance of candidates in KCPE is presented in the following figure. It shows the percentage of KCPE candidates who scored over 250 marks.

The figure 4.8 above shows that majority of the respondent, 78% scored less than 50% KCPE mark which is 250 while only 22% had over 250 marks. This implies that majority of the pupils cannot qualify for enrolment into provincial national schools. The end result is that the pupils in the public day schools are disadvantaged and restricted from accessing quality education at the secondary level of education.
Figure 4.9 Availability of Learning and Teaching Resources

The adequacy or inadequacy of learning and teaching resources is shown in the following figure.

Figure 4.9 above indicates that majority of the respondents, 78% said revision materials were inadequate while 72% said that the writing materials were adequate. The revision materials are necessary tools for perfecting the skill of answering questions in national examinations. The revision materials also enable the pupils from different schools to benchmark with those in performing schools.

The respondents gave the following as possible causes of poor performance in schools.

The school based factors that lead to poor performance were cited as poor pupil-teacher relationship, lack of concentration by pupils, negative peer influence which undermines hard work, absenteeism of pupils and teachers, indiscipline of pupils and teachers, poor
syllabus coverage, understaffing and inadequate learning facilities like revision books and other instructional materials and furniture.

The respondents further noted other causes of poor performance which are lack of internal and external motivation, lack of proper parental care, wastage of learning time as pupils are sent home to bring monies required like KCPE fee, lack of role models in the community, parents’ lack of interest in education and poverty of parents.

Methods presented by the respondents that can be used to improve performance in the schools include;

The respondents cited the need to ensure that there is good pupil-teacher relationship in schools. The Government should provide enough personnel in schools in order to enhance internal efficiency. The teachers should endeavor to cover the syllabus in good time and methods of motivating the pupils and the teachers should put in place. Guidance and counseling should be intensified in schools in order to address the needs of the learners.

More teaching and learning resources should be put in place and remedial teaching can be organized for the slow learners. There is need to introduce school feeding programmes in schools for all pupils with an objective of improving the pupils health and also to curb the problem of absenteeism.

On its part, the community should eradicate some retrogressive cultural practices like Female Genital Mutilation (FGM). It should also support income generating projects in schools in order to assist the needy and deserving pupils. The community should also be sensitized on the importance of learning. There is also need for more evaluation, instilling
discipline in the learners, in-service of teachers and introduction of other teacher support programmes.

Figure 4.10 Causes of Teachers Absenteeism

The following figure presents the percentage of reasons cited by teachers for being away from school.

![Bar chart showing reasons for teachers' absenteeism.](image)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sickness</td>
<td>24%</td>
</tr>
<tr>
<td>Going for salaries</td>
<td>21%</td>
</tr>
<tr>
<td>Personal commitment</td>
<td>21%</td>
</tr>
<tr>
<td>Official sch. Duties</td>
<td>34%</td>
</tr>
</tbody>
</table>

Figure 4.10 shows that majority of the respondents (34) would be absent from school for official school duties, 24% would be absent due to sickness and 21% each for personal commitment and going for salaries. Since absenteeism by teachers amounts into waste of teaching time, the teachers can devise methods of attending to personal issues during their free time. Going for salaries during the working hours can also be avoided by use of Automated Teller Machines (ATMs) during the week end or after working hours. Where
absenteeism is due to official school duties, the school administration should devise methods of making up for the lost time.

**Figure 4.11 Distance from home to school**

The distance covered by pupils from home to school is shown in the following figure.

Figure 4.11 above indicates that majority of the pupils (51%) walk less than 1 km to school, 26% walk around 1 km to school. Only 3% walk more than 2 km to school. This indicates that the distance between school and most home does not affect pupils' performance. The short distances to schools enable the pupils to go home for lunch. The pupils also arrive in school in good time and the departure time is occasionally extended to 5.00 p.m. for the pupils in upper classes. The shorter distances to school also enable parents to enroll some underage pupils in the schooling system. However, the shorter distances make majority of parents to resist feeding programmes in schools.
4.2.4 To what extent is the human resource responsible for repetition, drop out and poor performance in Tharaka Nithi County?

**Table 4.2 Rating Parents’ Economic Status**

The percentage of the economic status of the parents is shown in the following table.

<table>
<thead>
<tr>
<th>Rating parents economic status</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>55.6</td>
</tr>
<tr>
<td>Poor</td>
<td>44.4</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.2 indicated that majority respondents said majority of the parents’ economic status was average and 44.4% said they were poor. None of the respondents said the parents were rich or very poor.

Challenges facing the Quality Assurance and Standards Officers in the district include the district not having enough QASOs to visit the school as frequently as required. To improve performance in the district, the QASO under the DEOs office is trying to solve the staffing challenge by balancing the number of teachers available at the moment as they recruit more when vacancies are advertised, encouraging head teachers to closely supervise syllabus coverage, QASOs are carrying out supervision of schools especially in term one and two, and organizing subject panel meeting where experienced examiners are invited to facilitate.
The respondents gave the following as methods used by the head teachers to motivate the teachers in their schools:

The head teachers show concern for teachers' welfare by giving them free tea and lunch in the school. The head teachers give appraisal letters which help them during the interviews. The teachers are also sponsored for motivational trips, workshops and in-service courses. On prize giving days, the teachers are given tokens of appreciation, verbal praise, commendation letters and certificates for good performance. The hard working teachers also appointed to positions of responsibility.

Teachers gave the following as methods used in motivating pupils in their schools.

The pupils are motivated for good performance either materially, financially or taking them for a tour. They are also encouraged verbally and the best performers are also recognized in assemblies. The pupils who are talented in games, music, drama and other fields are identified and exposed for further development of their talents. The parents are also called to award their child in school. The hard working pupils are appointed into prefect ship and the best in each subject are given badges for recognition. A cordial relationship is also created between the teachers and the pupils.
The education level of the School Management Committee members is contained in the figure below.

The figure 4.12 above indicates that majority of the School Management Committee members (41.6%) were below form 4 level of general education followed by form 4 at 33.3%, standard 8 classes at 16.6% and above form four at 8.3%. The SMC members with low levels of general education have a challenge of interpreting the education policies and hence a difficulty in implementing them. They also hardly support programs which enhance better performance. The members with higher levels of general education support programs that are geared towards the development of education.

On whether the School Management Committee supports the school performance programmes, the respondents (head teachers) gave the following responses in the figure below.
Figure 4.13 Supports by School Management Committees

The percentage of the support given to schools by the School Management Committees is indicated in the figure below.

![Figure 4.13](image)

Figure 4.13 above indicates that majority of the respondents (50%) said some of the School Management Committees support school performance programmes while 33.4% indicated that only some of them do. The commitment of the School Management Committee in school programmes is crucial since majority of the SMC members represent the parents of various classes. A much higher percentage of those in support of school performance programmes should be sought for better results.

On how often class seven and eight parents visit the school to find out the progress of their children, the following was found out.
Table 4.3 Visit to Schools by Parents

The rate at which parents visit schools to inquire the academic progress of their children is shown in the table below.

<table>
<thead>
<tr>
<th>Respondents Views</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes</td>
<td>44.4</td>
</tr>
<tr>
<td>Rarely</td>
<td>55.6</td>
</tr>
<tr>
<td>Never at all</td>
<td>0</td>
</tr>
<tr>
<td>All the time</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.3 above shows that majority of the respondents (55.6%) indicated that rarely do parents visit school to find out pupils progress while 44.4% said they sometimes do. This data shows that the progress of the pupils’ education progress is mainly done by the teachers and the parents’ participation is limited. The visit to schools by parents is determined by the level of their awareness and motivation to educate their children. It also depends on their willingness to cooperate with the school administration in rolling out programmes which improve the standards of education in a particular school. On it part, the school administration can be more in involving so that parents do not view visits to schools as unnecessary interference.
Figure 4.14 Parents' concern for their children's education

The parents' concern for their children's education was rated and presented in the figure below.

Figure 4.14 above indicated that majority of the respondents (66.6%) indicated that parents were not very concerned about their children's education while 33.4% were concerned. The data implies that a sizeable number of pupils go through the education system with minimal follow up of their parents. This affects the performance of some the pupils who take advantage of their parents' failure in monitoring their learning progress.
Figure 4.15 Absenteeism of Pupils

The percentage of the absenteeism of pupils from school is shown in the following figure.

Figure 4.15 Majority of the respondents (49%) indicated that they have not been away from school at all while 25% have been away for 2 days. This implies that absenteeism is not significant in schools and as such cannot significantly account for internal inefficiency in schools in Tharaka Nithi County. However, the high percentage of absenteeism due to sickness (59%) affects learning since poor health can lead to low retention, poor performance, repetition and dropout.

Reasons given by the respondents for being away from school are shown in the table 4.4 below.
Table 4.4 Reasons for absenteeism from school

The reasons that keep pupils away from the school are given in the following table and in form percentage.

<table>
<thead>
<tr>
<th>Reason for being away</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sickness</td>
<td>59</td>
</tr>
<tr>
<td>Lack of interest in school</td>
<td>1.5</td>
</tr>
<tr>
<td>Lack of uniform</td>
<td>6.2</td>
</tr>
<tr>
<td>Lack of food</td>
<td>3</td>
</tr>
<tr>
<td>Lack of money</td>
<td>28</td>
</tr>
<tr>
<td>Fear of punishment</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Majority of the respondent (59%) said they have been away from school due to sickness and 28% due to lack of money.

On whether the schools had been visited by the Quality Assurance and Standards Officers, the respondents indicated that all the schools that were targeted for this study had been visited by Quality Assurance and Standards Officers between 2011 and 2012. The reasons for the visit to the sampled schools were indicated below in Figure 4.17.
Figure 4.16 Reasons for QASOs visit

The following table indicates the reasons that make the quality assurance and standards officers to visit the schools.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrading of teachers</td>
<td>0%</td>
</tr>
<tr>
<td>Checking teaching techniques</td>
<td>5%</td>
</tr>
<tr>
<td>General school inspection</td>
<td>93%</td>
</tr>
<tr>
<td>Others</td>
<td>2%</td>
</tr>
</tbody>
</table>

The Figure 4.16 above shows that majority of the respondents 93% indicated that Quality Assurance and Standards Officers visited schools for General School Inspection and 5% on checking teaching techniques. There is need for the QASOs to increase visits to schools for the purpose of checking the teaching techniques so that they can guide the teachers on various pedagogical skills. A variety of pedagogical skills is necessary so as to capture the attention of different learners. The visits for upgrading of teachers are also crucial since upgrading is a major method of motivating the teachers. Lack of upgrading visits also makes the teachers to have negative attitudes towards the Quality Assurance and Standards officers.
4.2.5 Which intervention measures can curb the challenges of repetition, dropout and poor performance in Tharaka Nithi County?

Methods given by head teachers on measures that can be taken to control drop out of pupils from school system include;

Guidance and counseling should be stepped up in all schools in order to address various needs of the learners. Repetition of pupils should be avoided in all schools and school administrators should organize frequent parents’ education awareness meetings. The schools can also invite guest speakers to educate on the need to have stable which enhance retention of pupils in the schooling system. The pupils from poor families can be supported by the government and other stake holders of education. This can also be done by abolishing all forms of levies in schools.

The head teachers said the local administration, which includes chiefs and assistant chiefs should be active and vigorous in enforcing implementation of government policies. For example, they can punish parents who do not support education. The government should provide basic needs to the poor families in order to support the parents who have difficulties in retaining the pupils in schools.

The NGOs can also support the poor and the vulnerable within the community. The government can initiate economic stimulus projects in the areas with high levels of poverty so as to make the families self reliant.

Head teachers gave the following as intervention measures that can be put in place to make performance better in schools.
The parents should support the laid down structures geared towards good performance. Good performance can also be achieved through improved staffing, intensified motivation of pupils and teachers and curbing absenteeism. The managers of education can ensure a close relation between parents and teachers, invite motivational speakers, partner with best performing schools, Provide feeding programmes in schools and offer frequent seminars and workshops to both teachers and parents.

There is need to have frequent assessments by the DEOs office and the School Management Committee (SMC) members should at least be O level graduates. While extra time should be created for slow learners, there should be placement of pupils with special needs in special schools. The parents should be encouraged to pay attention to their children and the primary school education should be delinked from politics.

**Figure 4.17 School Assessments by QASOs**

The following figure shows the preference of teachers for the number of times the QASOs should visit the school in a year.
The respondents indicated that majority (71%) recommended for school assessment by the QASOs three times annually, while 29% recommended for assessment twice per year. This implies that school assessment is valued by the majority of school managers (head teachers) but the 29% of those in favour of two visits per should be sensitized further on the need for regular school assessments.

As an intervention measure put in place by the head teachers to make their administrative skills better, most of them have attended administrative courses like Diploma in Education, Financial Management Course, Primary School Management (PRISM) and School Management Courses.

4.3 Discussion

In this study, internal inefficiency was exhibited by some key issues which determine the success or failure of an education system. Repetition of pupils was reported by the pupils, teachers and even the school administration. Repetition makes pupils to use more time in school and to some extent it leads school dropout. The challenges that make pupils to repeat classes can be addressed by the stake holders of education. For example repetition should be outlawed by the Ministry of Education and the other school based factors should be managed in order to increase transition from one class to the other.

The dropout of pupils from the schooling system was also acknowledged as an occurrence in the primary schools. Dropout amounts to wastage of resources and the dreams of the pupils are shattered. The issues of disintegrated families, early marriages
and child labour that cause dropout should be addressed by the government, the church and other investors in education.

Poor performance in KCPE remains a major challenge in public primary schools. Majority of the pupils who score below average fail to secure admissions to good secondary schools. Poor performance also affects the future education of the learners due to the poor academic background. The school management ought to put effective intervention measures in place so to improve the performance of the candidates. All the schools can devise methods of acquiring adequate revision materials for the pupils and the teachers. The low performing schools can also benchmark with the performing schools in order to uplift the academic standards which are currently below the average.

The challenge of incompetent School Management Committees came out strongly as an impediment for internal efficiency. This problem can be addressed by setting minimum academic standards for the members of the School Management Committees. There is also need to train all the SMC members on their roles in school management.

Despite the many challenges, most schools have adequate course books and majority of the teachers are qualified to teach in the primary schools. The study found that there is a great attempt by the teachers to improve their education standards by enrolling for higher levels of education. The Ministry of Education has also provided most of the tuition materials to the public primary schools. If the provision is sustained, the long term effects will be positive and the standards of education will ultimately go up.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the results of the study are discussed and recommendations made thereafter.

5.2 Summary of the findings

Majority of the respondents were pupils (86%), followed by teachers at 9%, and head teachers at 5%. The pupils formed the higher percentage of the respondents because they go through the daily learning experiences and challenges which make internal inefficiency to thrive in schools in Tharaka Nithi County. The pupils provided valuable information in regard to the objectives of the study. 

Majority of the respondents were male teachers at 78% followed by male pupils at 54%. This shows a gender disparity in the recruitment and posting of teachers to different schools. The lower percentage of female teachers indicates that the interests of female pupils may not be fully addressed and may affect the retention of pupils in the schooling system.

Majority of the pupils respondents were class 8 pupils (52%) followed by class 7 at 48%. The researcher deliberately sampled more class 8 pupils due to their longer stay in the schooling system. It is expected that class 8 pupils have experienced more in terms of repetition, drop out of colleague pupils and poor performance.
Majority of the pupil respondents, 35% were 14 years, 21% were 13 years, and 17.5% were 15 years. The pupils who were above 15 years had overstayed in the schooling system since they should exit from class eight at the age of 14 years. On the other hand, the pupils who were below 13 years had entered the schooling system before achieving the school going age of 6 years.

Majority of the respondents (22%) prefer to teach Social studies, 20% prefer to teach Science and 18% prefer to teach English. Only 10% and 14% preferred to teach C.R.E and Kiswahili respectively. A low preference for some subjects affects the overall performance in a school set up while a positive attitude to all subjects uplifts the academic standards in the learning institution.

Majority of the respondents (Teachers) were P 1 and B.Ed with each at 20% followed by Diploma and ATS at 20% each. The study shows that teachers have strived to upgrade themselves in education. This has a double effect of self motivation and it eventually causes a positive impact in the performance of pupils.

Majority of the pupils are in class 6 (33%) followed by class 5 at 32%. Interesting to note is that the numbers are on decline at class 4 with 25% on average and class 8 at 26%. The low percentage of pupils in class 8 is mainly due to repetition and drop out. The teachers also prefer smaller classes in class 8 so as to post impressive results in KCPE. There is also a general decline in enrolment of pupils between class one four.

The highest mean score over the last five years was 223.79 in the year 2008 followed by 218.70 in 2011. The lowest was 216.06 in 2009.
Majority of the respondents, 78% said revision materials were inadequate while 72% said that the writing materials were adequate. Availability and adequacy of revision and writing materials is essential for quality coverage of the syllabus and for preparing pupils for internal and external examinations.

Majority of the respondents 34% would be absent from school for official school duties, 24% would be absent due to sickness and 21% each for personal commitment and going for salaries. Whatever the reason for absenteeism, teaching and learning time is lost and alternative methods of sorting out private issues should be sought. The schools can also come up with ways of making up for the lost time.

Majority of the pupils (51%) walk less than 1 km to school, 26% walk around 1 km to school. Only 3% walk more than 2 km to school. This indicates that the distance between school and most home does not affect pupils’ performance as most of the pupils walk short distance. It also shows that the schools that were used for the study are relatively close to one another.

Majority respondents said majority of the parents’ economic status was average and 44.4% said they were poor. None of the respondents said the parents were rich or very poor. The economic status of parents determines their level if investment in education. In this case the parents of the schools factored in this study do not invest much in the education of their children. This affects the rates of retention, completion and drop out from the schooling system.

Majority of the School Management Committee members (41.6%) were below form 4 level of general education followed by form 4 at 33.3%, standard 8 classes at 16.6% and
above forms four at 8.3%. The higher the level of education, the greater the tendency to invest in education. Parents who spend more in education provide the learning materials and support the establishment of basic learning facilities. This scenario was missing in most of the schools under this study.

Majority of the respondents, 50% said some of the School Management Committees support school performance programmes while 33.4% indicated that only some of them do. The schools where most of the SMC members supported performance programmes had better KCPE results than schools where few members of the SMC supported the performance programmes.

Majority of the respondents 55.5% indicated that rarely do parents visit school to find out pupils progress while 44.4% said they sometimes do. The minimal visits to schools by the parents could be one of the factors behind poor performance in most of the schools. Lack of regular visits by the parents also demoralizes the learners and the teachers.

Majority of the respondents (66.6%) indicated that parents were not very concerned about their children’s education while 33.4% were concerned. A great concern for the pupil’s education motivates the pupils to work harder. The teachers also struggle to satisfy the needs of the parents by assisting the pupils to do better in their education.

Majority of the respondents 49% indicated that they have not been away from school at all while 25% have been away for 2 days. Majority of the respondent (59%) said they have been away from school due to sickness and 28% due to lack of money.

In reference to visits to schools, majority of the respondents (93%) indicated that Quality Assurance and Standards Officers visited schools for General School Inspection and 5%
on checking teaching techniques. Majority, 71% recommended for school assessment by the QASOs three times annually, while 29% recommended for assessment twice per year.

5.3 Conclusion

Repetition, drop out and poor performance in KCPE are among the major challenges affecting the implementation of primary education in Tharaka Nithi County, Kenya. These challenges are fueled by low motivation of pupils and teachers, insufficient revision materials, semi-qualified School Management Committee (SMC), understaffing and lack of school feeding programmes among others. The Ministry of Education should enforce its policy on curbing repetition of classes in schools and also devise methods of monitoring and controlling the drop out of pupils from the schooling system. The other education stakeholders should also put effort in improving efficiency at the primary level of education.

5.4 Recommendations

Based on the findings of the study, it is necessary to make the following recommendations to the government of Kenya.

The Free Primary Education (FPE) funds allocated per child should be increased from the current average of 1000 shillings per child to an amount which will enable the schools to purchase enough revision materials. This will improve the quality of education and performance in KCPE which is crucial for entry into Secondary Education.
The problem of understaffing should be addressed by the government by allocating more funds to the Teachers Service Commission for recruitment and employment of more teachers. This will ease the burden of School Management Committees in employing teachers. It will also ensure better implementation of the curriculum resulting into improved performance. Proper staffing will reduce overcrowding in classes hence motivating both the pupils and the teachers.

The Ministry of Education should develop a policy to ensure that only people with a minimum of secondary level of education are allowed into School Management Committees (SMCs). Such a policy will lead to a better management of the primary education including effective implementation of government policies in the learning institutions. Effective School Management Committees are also crucial in depoliticizing the management of education in Kenya.

There is need for the Ministry of Education to recruit more Quality Assurance and Standards Officers with an aim of increasing visits to schools and in order to supervise curriculum effective implementation. This also calls for more financial allocation to the directorate of quality assurance and standards to facilitate frequent assessments of schools.
5.5 Suggestions for Further Research

This study examined the impact of internal inefficiency on completion in public primary schools. I suggest further research into the following areas.

5.5.1 A study can be conducted on Impact of Repetition and Drop out in Primary Education.

5.5.2 A study on The Relationship between the Education Level of SMC Members and Performance in Primary Education.

5.5.3 A detailed study on The Impact of Poor Performance in KCPE on the Primary School Graduates.
REFERENCES


APPENDIX A: QUESTIONARE TO PUPILS

1. i) Which class are you in? class 7 [ ] class 8 [ ]  
   ii) Your gender male [ ] female [ ]  
   iii) Your age in years [ ]

2. Which year did you go to class one? [ ]

3. a) What is the distance from home to school?  
   Less than 1 km [ ] 1 km [ ] more than 1 km [ ]  
   More than 2 km [ ] more than 3 km [ ]  
   b) Where do you get lunch?  
   a) school [ ] home [ ] market [ ] No where [ ]

4. Which personal studies do you do among the following while at home?  
   (a) Morning [ ]  
   (b) Evening [ ]  
   (c) None [ ]

5. How many times have you been away from school this year? [ ]
   Tick the reasons for being away from school  
   a) Sickness [ ]  
   b) Lack of interest in school [ ]  
   c) Lack of uniform [ ]  
   d) Lack of food [ ]  
   e) Lack of money [ ]  
   f) Fear of punishment [ ]

6. a) How many classes have you repeated since you joined school? [ ]
    b) Around how many other pupils are repeaters in your class? [ ]

7. How many of your former classmates have left school? [ ]
Where did they go?

a) Got married
b) Got employed
c) Stays at home
d) To another school

8. How many times do you have home work?

a) some days of the week
b) All the days of the week
c) none at all

9. Who marks your home work?

a) the subject teacher
b) your class mates
c) nobody

10. How many tests do you do in one term?

11. What type of house does your family live in. Please tick one.

a) Permanent house (Stone)
b) Grass thatched with mud wall
c) Timber house with mabati
d) Mud walled with mabati

12. How many brothers and sisters do you have?

a) Brothers
b) Sisters

13. What work do your parents do?

a) Father
b) Mother
14. What is the level of education of your parents or guardian? *Place a tick against the level attained.*

<table>
<thead>
<tr>
<th></th>
<th>Primary level</th>
<th>Secondary level</th>
<th>college</th>
<th>university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. How do your parents/guardians support you in your studies (multiple responses)?

a) They buy school uniform.

b) They buy books and other required materials.

c) They encourage me to study at home.

d) They pay for my extra tuition.

e) They express concern when I get low marks.

THANK YOU FOR FILLING IN THE QUESTIONNAIRE
APPENDIX B: QUESTIONNAIRE TO TEACHERS

(Please fill in the questionnaire and the information received will be confidential)

1. For how long have you been a teacher? ____________________________

2. Which are your most favorite teaching subjects? Please list them.
   i) ______________________
   ii) ______________________
   iii) ______________________

3. How many pupils are in your class? ____________________________

4. How often do pupils absent themselves from school?
   Rarely ______ quite often ______ many times ______

5. i) What reasons do the pupils give for being absent from school
   a) sent by parents ______
   b) assist at home ______
   c) care for a sick relative ______
   d) lack of uniform ______
   e) Other reasons. please specify ____________________________

   ii) For what period of time are such pupils absent from school?
   Less than a week ______ One week ______
   Two weeks ______ More than two weeks ______
6. a) On average how many pupils repeat classes from class six to class eight?

b) What are the possible causes of repetition in schools?

(i) 
(ii) 
(iii) 
(iv) 
(v) 

7. a) How many pupils have dropped out of your class since they joined class one?

b) Please list down the reasons that make pupils to drop out of school.

i) 
ii) 
iii) 
iv) 
v) 

8. Please list down the methods used in motivating pupils in your school.

i) 
ii) 
iii) 
iv) 

9. What percentage of your KCPE candidates get over 250 marks out of 500?

Less than 50%  □  Over 50%  □  Over 60%  □
10. a) What are the possible causes of poor performance in schools?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

b) What methods can be used to improve performance in your school?
   i) 
   ii) 
   iii) 
   iv) 

11. Please fill in the following table to show the adequacy or inadequacy of learning and teaching resources in your school.

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>ADEQUATE</th>
<th>INADEQUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU FOR FILLING IN THE QUESTIONNAIRE.
APPENDIX C: QUESTIONNAIRE FOR THE HEAD TEACHER

(Please fill in the questionnaire and the information received will be confidential)

1. YOUR GENDER

a) Male □
b) Female □

2. For how long have you served as a teacher and as a head teacher?

a) As a teacher ____________________________ years.
b) As a headteacher _________________________ years.

3. What is your highest academic qualification? e.g. P1, B.ED. etc.

_________________________________________________________________

4. a) How many TSC teachers are in the school? _______________________

b) How many teachers in your school are in the different categories of qualification?

<table>
<thead>
<tr>
<th>Form 4</th>
<th>P3</th>
<th>P2</th>
<th>P1</th>
<th>ATS</th>
<th>DIPLOMA</th>
<th>B.ED</th>
<th>MASTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) How many of your teachers are employed by the SMC? ____________

5. What is the teaching load of the teachers?

a) 40 periods and above □
b) 35 periods and above □
c) 30 – 34 periods □
d) 20 – 29 periods □

6. What causes teacher absenteeism in your school? Please tick all the possible reasons.

a) Sickness □
b) Going for salaries □
c) Personal commitments □
d) Official school duties □
7. Please list down the methods you use to motivate the teachers in your school?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

8. What is the general education level of the School Management Committee (SMC) members?
   a) Above form 4 
   b) Form 4 
   c) Below form 4 
   d) Standard 8 

9. Does the SMC support the school performance programs? TICK ONE
   a) Most of them 
   b) Some of them 
   c) A few of them 
   d) None of them 

10. How often do class seven and eight parents visit the school to find out the progress of their children? TICK ONE.
    a) Sometimes 
    b) Rarely 
    c) Never at all 
    d) All the time 

11. How do you rate the parents' concern for their children's education? PLEASE TICK ONE
    a) Not very concerned 
    b) Concerned 
    c) Very concerned 
    d) Satisfactory
12. What reasons make the pupils to repeat classes?
   i)  
   ii)  
   iii)  
   iv)  
   v)  

13. What makes the pupils to drop out of the school system?
   i)  
   ii)  
   iii)  
   iv)  
   v)  

14. What measures can be taken to control dropout of pupils from the school system?
   i)  
   ii)  
   iii)  
   iv)  
   v)  

86
15. a) Please indicate your school enrolment for the last five years.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENROLMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Please fill in the number of pupils in each of your classes.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Kindly provide the data on your KCPE mean scores for the last five years.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN SCORE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. How would you rate your parents’ economic status?
   a) rich
   b) average
   c) poor
   d) very poor

18. What intervention measures can put in place to make performance better in the school?
   i) 
   ii) 
   iii)
19. When was your school last visited by Quality Assurance and Standards Officers?

[ ]

20. What was the reason for the visit?

a) Upgrading of teachers

b) Checking teaching techniques

c) General school inspection

d) Any other ___________________________________________________________________

21. How many times would you recommend for school assessment by the QASOs per year?

a) Once per year

b) Twice per year

c) Three times

22. Please list down any administrative courses that you have done since your appointment as a head teacher if any.

i) __________________________________________________________________________

ii) __________________________________________________________________________

iii) __________________________________________________________________________

THANK YOU FOR TAKING YOUR VALUABLE TIME TO FILL IN THE QUESTIONNAIRE
APPENDIX D: INTERVIEW GUIDE FOR DISTRICT QUALITY ASSURANCE AND STANDARDS OFFICER

1. How many schools are in the district? _____

2. a) How many Quality Assurance and Standards Officers are in the district? _____
   b) How many QASOs would be adequate for the district? _____________

3. How many primary school teachers are in the Meru South District? _____
   a) Male __________
   b) Female __________

4. a) What is the shortage of teachers in the district? _____________
   b) What intervention measures have been put in place?
      i) 
      ii) 
      iii) 
      iv) 
      v) 

5. What learning resources would you consider to be inadequate in most of the schools in the district?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

6. a) What is the KCPE mean score for the previous year? ___________
   b) Please give district KCPE mean scores for the last five years.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCORE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

89
c) What are the hindrances of good performance in the district?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

d) What measures can be taken to improve performance in the district?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

6. In which forums do teachers interact with parents in the district?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

7. What are main causes of repetition of pupils at various levels of primary education in the district?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

8. What measures have been put in place to curb the challenge of repetition and dropout of pupils in the district?
   i) 
   ii)
9. How often is in-service organized for the teachers in the district?
   i) once per term
   ii) once per year
   iii) twice per year
   iv) more than twice per year

10. What challenges face the Quality Assurance and Standards Officers in the district?
   i)
   ii)
   iii)
   iv)
   v)

11. What are the most prevalent cases of indiscipline of teachers in the district?
   i)
   ii)
   iii)
   iv)
   v)

THANK YOU FOR SPARING YOUR VALUABLE TIME
APPENDIX E: OBSERVATION SCHEDULE

1. General information
   (a) Number of classes
   (b) Number of streams
   (c) Number of teachers
   (d) Number of boys
   (e) Number of girls

2. Average teaching work load for teachers

3. Availability of teaching records / professional records
   c) Schemes of work
   d) Records of works
   e) Lesson plans
   f) Progress records

4. Teaching methods
   a) Practical experimentation
   b) Demonstration
   c) Lecture
   d) Field work
   e) Project work
   f) Discussion groups

5. Other facilities
   a) Play grounds
   b) Number of toilets
   c) Offices
   d) Staffroom
   e) Teachers’ houses
   f) Text books
   g) Exercise books
h) Chalk
i) Pens
j) Class registers
k) Stores ledgers
l) Talking walls

6. Staff motivation
   i) Common tea and lunch
   ii) Prize giving days
   iii) Good working environment
   iv) Motivational trips
   vi) Staff retreats

7. Pupils motivation
   i) Awards for top scholars
   ii) School prize giving days
   iii) Ideal learning environment
   iv) Guidance and counseling sessions
### APPENDIX F: TIME FRAME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAR</td>
<td>APR</td>
</tr>
<tr>
<td>Proposal Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critique by Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correction by Supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission into Graduate School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection and project writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX G: BUDGET ESTIMATES

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DETAILS</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE SETTING</td>
<td>Concept paper</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Proposal</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>4000</td>
</tr>
<tr>
<td>DATA COLLECTION</td>
<td>Development of instruments</td>
<td>2000</td>
</tr>
<tr>
<td>&amp; ANALYSIS</td>
<td>Travelling &amp; subsistence</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td>Data analysis</td>
<td>20000</td>
</tr>
<tr>
<td>BINDING</td>
<td>Concept paper</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Proposal</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>$4 \times 800 = 4800$</td>
</tr>
<tr>
<td>TRANSPORT</td>
<td>Search for literature</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>consultation with supervisors</td>
<td>6000</td>
</tr>
<tr>
<td>ACCOMODATION</td>
<td>during literature review, consultation and related movements</td>
<td>8000</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>64300</td>
</tr>
</tbody>
</table>
APPENDIX H: PERMIT CLEARANCE

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Wilson Murithi Ndake
of (Address) Kenyaatta University
P.O.Box 43844-00100, Nairobi,
has been permitted to conduct research in

Location District Province
Meru South Eastern

on the topic: Impact of internal inefficiency
on completion in public primary schools
in Tharaka Nithi County,


Applicant’s Signature

PAGE 3

Research Permit No. NCST/RCD/14/012/488
Date of issue 30th April, 2012
Fee received KSH. 1,000

National Council for Science & Technology
"Sec.: Secretary"
APPENDIX I: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: NCST/RCD/14/012/489

Wilson Murithi Ndeke
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Impact of internal inefficiency on completion in public primary schools in Tharaka Nithi County," I am pleased to inform you that you have been authorized to undertake research in Meru South District for a period ending 31st May, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Meru South 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.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Meru South District.
APPENDIX J: MAP OF THARAKA NITHI COUNTY

(ii) **IIBRC Proposed Map for Tharaka Nithi County**

**Legend**
- County Boundary
- New Constituency Boundary
- Electoral Area Boundary
- Constituency Boundary 2007
- Forest
- Maara Constituency

**THARAKA, NITHI COUNTY CONSTITUENCIES 2010**