THE IMPACT OF INTERNAL EFFICIENCY ON K.C.S.E.
IN NYAMACHE DIVISION, NYAMACHE DISTRICT,
KISII COUNTY

BY

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EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENT OF THE DEGREE OF MASTER OF
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DECLARATION

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

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DEDICATION

I am grateful to the almighty God who accorded me patience, time and strength to undertake this task. This piece of work is dedicated to my beloved wife Risper Kwamboka and my children Sheba and Eldon (Annan), parents, brothers and sisters.
ACKNOWLEDGEMENT

My sincere gratitude goes to all, whose hand was seen in the completion of this report and without whose support, guidance and co-operation, this report would not have seen the light of day.

My profound gratitude goes to my supervisors; Dr. Libese Levi and Dr. Ogeta Nobert who were at no time busy to read, discuss and advise me right from the planning to the completion stage. They were a source of inspiration and encouragement to the success of this report.

Equal gratitude goes to my colleagues; Manyara Jacob and Onkoba Benjamin for their input and not forgetting my brother Dr. Ombeka Victor and dad for the encouragement that led to the completion of this piece of work.

May the Almighty God bless you all.


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ABSTRACT

This study sought to analyze the impact of internal efficiency on K.C.S.E. performance in Nyamache division by looking at some of the efficiency indicators in secondary schools. The main objective was to establish enrolment trends, determine the measures of efficiency (dropout, survival, graduation and repeater rates), and establish the causes and attempt to provide possible solutions to the problems mentioned above. The sample population comprised of selected secondary schools in the district. Out of 106 secondary schools in the district, 20 were randomly selected and used to collect data on enrolments, repetition by gender between 1997 to second term 2006 by use of a prepared proforma. This represented approximately 19% of the schools. The data collected was used to calculate dropout, survival, graduation and repeater rates. The 20 randomly selected secondary schools had questionnaires administered to class teachers, principals, repeaters, and students in general while interview schedules were administered to the DEO, AEO’s and parents. Data collected by use of questionnaires was subjected to Statistical Package for Social Sciences (SPSS) programme, coded and converted into frequencies and percentages. Data from the interviews was also coded and then tabulated using frequencies and percentages.
CHAPTER ONE

INTRODUCTION

1.0 Background to problem

All over the world, education is viewed as the cornerstone of social, economic and political development. It is also a key means of improving an individual’s development. Indeed education is very crucial in determining the quality of human life. It is the key to empowering individuals and communities with the awareness and knowledge to make informed decisions about themselves and the world around them. According to the human capital theory by Blaug (1968), education leads to the acquisition of knowledge, skills and attitudes, which leads to increased productivity of the educated. In fact education is an equalizer.

Over the years, quality of learning has been interfered with by inefficiency in education institutions the world over. Indicators affecting internal efficiency of schools are class size, educational wastage (dropouts and repeaters) and enrollment, financial resources, instructional materials, human resources among others. KCSE performance is hindered by poor book ratio, inadequate teachers, lack of enough facilities and poverty which leads to low completion rate.

Education has a significant effect on individual earnings, and the rate of return is high. Psacharopoulos G. (1985) found very high social rates of return and estimated that the returns to completed primary education are 27% while the returns to secondary education are 15-17%. Private returns of education are significantly higher than social returns, reaching 49% for primary and 26% for secondary education,
McMahon (1984). Ryoo, (1986) notes that education remains profitable, its social rate of return still exceeds that of other investments by a considerable margin. For example, even informal, non-farm family enterprises that are engaged in so called modern production realize positive returns to education.

Education of women is closely related to better child health, as measured by nutritional status and by infant and child mortality. Children of educated mothers live healthier and longer lives. One year of maternal education translated into 9% decrease in child mortality. Apparently, the more education a woman attains, the more likely she is to seek professional healthcare, which diminishes child mortality. Cochrane (1986) notes that, in Africa, a difference of one percentage point in the national literacy rate is associated with two year gain in life expectancy.

Educating one generation has beneficial effects on the next. Educated parents will be more able to help children choose careers. They will appreciate the child’s need of time and place to study at home and their ambitions for him.

Education is therefore a powerful instrument for reducing poverty and inequality, improving health and social well-being as well as laying the basis for sustained economic growth. It is essential for building democratic societies and dynamic competitive economies globally.

It is due to this important role played by education in the society that the government of Kenya (Gok) has consistently allocated large proportions of its budget to education.
and training in order to enhance the relevance and quality of the skills of the labour force. Over the years expenditure on education has been increasing compared to other sectors of the government. Eshiwani (1993) observes that, at independence, the government spent 14.6 percent of the recurrent expenditure on education. In 1970/71 it rose to 30 percent and to 34.9 percent in 1974/75. It went up to 36.3 percent and 38 percent in 1976/77 and 1988/89 respectively. According to the republic of Kenya (1997) the ministry of education and human resource was allocated the highest share of government expenditure as compared to other ministries Ksh 2,111,300,939 which was 36 percent of the government budget. According to the government of Kenya (2004/2005), in 2001/2002 financial year, the ministry of education and human resources was allocated Ksh.52, 164,590,920 and in the 2002/2003 financial year it rose by Ksh 1,923,080 to Ksh 54,538,321,000. According to the Daily Standard of (2009) In 2009/2010 financial year Ksh. 134.65 billion out of the total 867 billion was allocated to the education sector.

The increase in allocations has gone to help the poor who have been dropping out. This allocation reduced dropout rate and improved completion rate. With the introduction of free primary education (FPE) more additional in January, 2003, the education budget increased by 17.4 percent to Ksh 79.4 billion, with Ksh. 5.6 billion specifically allocated to the FPE programme. This decreased the drop out rate, increased completion rate and transition rate.

Cases abound where students with outspoken talents have been subjected to torture and humiliation by teachers to ‘cut them to size’. Such students suffer arbitrary
punishment for mistakes that teachers ignore other students rendering the school miserable and unattractive. Research blames poor performance in National examinations partly on inadequate teaching. Musau Ndunda the chairman of (The Kenya National Parents Association) says, frustration of students by their teachers fuel drug abuse and has driven some students to commit suicide. There are cases where students who are admitted to rural schools are mistaken to be arrogant by their teachers.

Ndunda (2009) says 70% of poor performance is attributable to class teachers exhibiting a haughty and ‘don’t care’ attitude. Some teachers go out of their way to deliberately fail students through biased marking just because they don’t like them or differed with parents. This brings bad attitude hence students dislike the subject.

Vernon F. Jones (1981) notes that teachers and students who have good communication, mutual respect and show interest in teaching from the point of view of the teacher and learning from that of the student produce better results. He further observes that understanding the student’s problem, fear or confusion gives the teacher better understanding of the student’s learning difficulties. The communication between the student and the teacher serves to provide a better atmosphere for a classroom environment.

Academic achievement and student behavior are influenced by student-teacher relationship. The more the teacher connects or communicates with students the more likely they will be able to help the students learn at a higher level.
He says, a teacher needs to understand that in big city schools students come from different cultures and backgrounds and should be understood as such instead of being subjected to straightjacket treatment.

Mr. Mutwiri Kamau (2010) observes that teachers who assume students have nothing to offer and are bound to fail in the profession. He says schools with healthy teacher-student relationship experience less upheaval including strikes.

Karega Mutahi the Ps for education noted that 70 percent of principals’ requests for funding is for lofty projects such as luxury buses, multi-purpose halls and nice offices instead of laboratories, libraries, class rooms. But the head teachers blamed poor performance on KNEC for flawed exams that have no relevance and don’t test the candidates properly. A position paper by the Kenya Secondary School Heads Association showed only 24 percent of the total candidates that sat for the KCSE in the last five years (2004-2008) attained the minimum university entry grade of C+ and above.

Presenting the Steadman report, Cleophas Tirop (2009), the chairman of the school Heads Association, said half of the students who sit for KCSE score mean grades of D+ and below and have no hope of further education. 596,895 candidates attained between E and D+ out of 1.3 M enrolled for examinations. The same number got the same grade D+ and below in the past years.
The situation is of major concern, taking into account the heavy investments being made by the government and parents. The performance statistics quoted by Tirop during the conference are alarming and calls for action for majority of students are performing poorly in KCSE.

I have discussed more on education for the internal efficiency on the title in secondary education (KCSE). Now I embark on efficiency. Indeed efficiency is an economic concept. This concept has applicability to education particularly in schools because its relevance to the socio-economic development of the country. But there are resources constraints to education. Therefore every effort must be made to study the efficiency aspects. Both external efficiency and internal efficiency are important for improving the education system.

Internal efficiency refers to the number of students who pass from one grade to the other and complete the cycle in the prescribed period. Whereas external efficiency is the effectiveness of education in the labour market. In this case the concentration will be on the internal efficiency and its impact on the KCSE performance.

Internal efficiency of the educational system is of great interest to economists. Education uses resources, both public and private, on a grand scale. The school management needs to know the costs of input and the value of outputs in order to make the most efficient use of resources. Resources devoted to education are justified by the results. When results are impressive, then there is internal efficiency.
Among signs of inefficiency are wastage and repetition. Repeating the same class hence no automatic promotion is an indicator of the inefficiency of the system. Worse it denies another child a place in the school. It is important to reduce the drop out rate to increase efficiency.

It is crucial to reduce the rate of repeats especially as resources are gradually diminishing for education. Therefore, effective ways will have to be worked out to reduce inefficiencies. Unless this is done, the level of illiteracy, particularly in rural areas and among girls will continue to remain high. The economic cost of keeping such a large section uneducated will be high.

The government of Kenya is alive to this fact hence funding the free secondary education (FSE) and the free primary education (FPE) which points to a major efficiency. This goes along to finance the purchase of instructional materials and human resources.

The primary objective of planning is not merely higher level of per capital income but rather better quality of life and higher human development which comes from education (a fruit of education).

1.1 Statement of the problem

Despite the government efforts to promote efficiency in secondary schools, performance indicators show that inefficiencies do exist leading to poor performance.
Table 1.1 KCSE Performance in Nyamache Division 2005-2009

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<th>Entry</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
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Source: Nyamache District KCSE Examination Analysis for 2005-2009

The country’s education system is faced by many challenges such as widening gender gaps, and regional disparities. Disparities in the academic performance of secondary schools have accentuated regional imbalances in the distribution of educational resources.

Poor performance in KCSE seriously compromises the country’s efforts to reduce poverty. A large body of research such as World Bank (1999;2002), points to the catalytic role education plays amongst those individuals in society who are most likely to be poor, girls, ethnic minorities, orphans, people with disabilities, people living in rural areas and those regions with limited access to university education. Unsatisfactory performance at K.C.S.E spells down to the disadvantaged regions because it has intergenerational consequences. Those who miss educational opportunity of performs poorly, suffer loss of opportunity for self – advancement, communal development, and its undesirable spillover consequences to future generations.
The performance of Nyamache division and Nyamache district as a whole has been wanting over the years as shown in table 1.1.

As shown in the table, students who attain a minimum university entry since 2005 are minimal. The mean standard score (MSS) in the K.C.S.E is wanting (between 3.43 and 3.67). The table reveals that in 2005 only 147 students obtained mean score of C+ and above, the grade that qualifies one to join university in module II, but only 10 above B+ to join university in the regular programme out of 1221 who sat for K.C.S.E in the division, a paltry 0.819% in the succeeding years the story was not different. From the above analysis, it evident that the performance of K.C.S.E is of concern to all stakeholders in the division.

Given this state of persistent poor performance of secondary schools in the division over the years it is highly unlikely that the government’s efforts to alleviate poverty will be fruitful. This study therefore, sought to investigate the impact of internal efficiency on K.C.S.E in Nyamache division, Nyamache District, Gusii county.

1.2 Purpose of the study

The purpose of the study was to investigate the impact of internal efficiency on Kenya Certificate of Secondary Education (K.C. S.E) performance in Nyamache division of Nyamache District between 2002 and 2006.
1.3 Objectives of the study

i. To establish the enrollment of students in secondary schools in Nyamache division of Nyamache District for (2005-2009)


iii. To determine the resources in relation to available enrolment.

iv. To find out the teacher/student ratios on drop out.

v. To find out the role of the management in the running of schools.

1.4 Research questions

The following research questions guided this study.

i. What is the enrollment of the students?

ii. What is the dropout rate?

iii. What is the repeater rate?

iv. What is the effect of the dropout rate, repeater rate on the student performance on K.C.S.E?

v. What are the causes of educational wastage (dropout, repeaters) in secondary schools in Nyamache division?

vi. What are the possible solutions to dropout and repeater rate in Nyamache division?
1.5 Significance of the study

It’s hoped that the findings of this study will be useful to a number of stakeholders in the education sector. To start with, educational planners will know the leading causes of poor performance at the KCSE with the view of taking appropriate measures to reverse this trend.

After the leading causes of poor performance are determined, it is hoped that the school managers and in particular school administrators will strive to improve performance in the KCSE as a tool for socio-economic development.

It is also hoped that national policy makers will use the findings to lounge seminars on effective leadership for the educational managers in the division and district.

Once the areas of teacher shortages are established it is hoped that the problem would be addressed with a view to promoting equitable distribution of teachers to all regions. Lastly, it is hoped that once the leading causes of poor performance are established, the findings will be used to sensitize parents, learners and community members on the importance of the secondary and higher education as a tool for personal, communal and national development. Ultimately, leaders will take this challenge and adopt measures that can be used to enhance quality secondary education and higher transition rates to university education and other middle level colleges.
1.6 Scope of the study
The study was conducted in Nyamache Division of Nyamache District, Gusii county. Nyamache Division is divided into 8 zones with 25 secondary schools. The study was limited to a few secondary schools due to financial constraints, inaccessibility of the schools and lack of clear records.

1.7 Limitations of the study
Nyamache division has 25 public secondary schools. The long distance between the most of the sampled schools delayed the collection of data and increased the cost of travel and accommodation.

It was hard to obtain information from certain respondents like B.O.G. and P.T.A. members because it was difficult to trace them.

1.8 Assumptions of the study
The study made the following assumptions:

i. All secondary schools in the division experience educational wastage.

ii. All the secondary schools have similar human and physical resources.

iii. The K.C.S.E. performance in all secondary schools in the division is affected by the educational wastage.

iv. All secondary schools have same syllabi coverage.
1.9 Theoretical framework

The research was guided by the classical liberal theory. The classical liberal theory of equal opportunity asserts that each person is born with a given amount of capacity which is to a large extent is inherited. Education removes barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic backgrounds from taking advantage of inborn talents which accelerate them to social promotion. People like Horance Mann termed education as great equalizer, main instrument which would enhance life chance of those born into humble circumstances. This theory demands for further going through education at primary and secondary tiers to which access would determine on the basis of individual merit and not on social background.

The classical liberal theory emphasizes that every citizen should be given, through education, the social status to which she/he entails to inherit aptitudes, organization for economic co-operation and development.

The criteria of the scholastic promotion should be the ability and will Petrat (1969). A financial system is expected to set in motion, an intense social mobility by facilitation an open competition where the able will get access to careers that they require several educational policies guided by the above theory.

By making primary education free by the government and secondary education available to all regardless of the social status (class), it is hoped that the handicaps that are inherited in being poor have been removed on the level of education policy, the
problem is mainly seen as that of providing grants for the poor and able pupils, especially at secondary schools in Kenya.

1.10 Conceptual framework

Figure 1.1 Conceptual Framework

External efficiency

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Internal efficiency indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environnemental factors</td>
<td>Enrolment</td>
</tr>
<tr>
<td>Culture</td>
<td>Transition</td>
</tr>
<tr>
<td>Finance</td>
<td>Repeater</td>
</tr>
<tr>
<td>Resources</td>
<td>Dropout rate</td>
</tr>
<tr>
<td>Management</td>
<td>Graduation rate</td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Peer influence</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher

The conceptual framework of the study involves the interrelationships between secondary school input, process and outputs as reflected in the academic performance at the Kenya Certificate of Secondary Education level (KCSE). The inputs are the internal and external efficiency, that is, the environment, culture, finance, management
and peer influence. The outcome / output refers to the students in terms of a academic performance in KCSE.

The figure provided below shows how external and internal efficiencies determine the eventual student achievement (high or low efficiency).

Eicher, (1984) noted that unit cost (finance) is a very important indicator of internal efficiency in educational institutions. Unit cost tends to decline as enrollment increases and the system is said to attain internal efficiency. Contrary to this, the unit cost tends to rise when enrollment is falling. Winkler (1998) pointed out that the internal efficiency of schools and other educational institutions is achieved when resources are utilized in an optimal way.

1.11 Operational definition of terms

- **Students** – Refers to a person who is enrolled and taught by a teacher in the second stage of education
- **Secondary school**- Refers to a school for students in the second stage of education.
- **Wastage**- Refers to those students who drop out of the educational cycle and / or those who repeat a given grade in the course of secondary education.
- **Dropout rate**-Refers to withdrawal from a course of an institution of learning.
- **Repeater rate** – Refers to those students who repeat the same grade in a subsequent year.
- **Efficiency** – Refers to the extent in which the inputs produce the expected output in a school setting.

- **Internal efficiency** – Refers to how the education systems turn out students into graduates with minimal wastage.

- **Enrollment** – The number of students registered in a given class.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the study is to analyze the internal efficiency of secondary schools in Nyamache Division between 2005 and second term 2009.

This chapter reviews pertinent literature under the following sub-sections:

i. Education and Economic Development

ii. Efficiency in Education

iii. Efforts to curb wastage rates

iv. Effective school

v. School Administration (Supervision and inspection) and community relationship

vi. Characteristics of an effective Teacher

vii. Availability of Teaching/Learning Resources

viii. School Ethos and Discipline of Students and Teachers

ix. Effects of Family Background on learning and Learner’s Aspirations

2.1 Education and Economic Development

In 1960 the most striking aspect of secondary education system in the most developing countries was their enrolment numbers. The United Nation (UN) had recognized this aspect as a problem a decade earlier and set the stage for expendng education as a strategy to achieve Universal Declaration of Human Rights which stated that, “Everyone has the right to education, and that education shall be free at least in the developing and fundamental stage, elementary education shall be compulsory”
Completed primary education helps alleviate poverty and advance economic and social development. A diverse body of literature demonstrates that the adults in developing countries who have attained higher level of education have more paid employment, better health and nutritional status; these characteristics are dimensions of development.

A compelling body of research links primary and secondary education to economic development and growth. This research recognizes people as a type of economic asset—‘human capital’—and shows that increased investment in health, skills, and knowledge provides future returns to the economy through increases in labour productivity. Education increases workers’ average earnings and productivity, and it also reduces the incidence of social problems such as drug abuse, crime, welfare dependency and lack of access to medical, all of which can weigh heavily on the economy.

Research confirms the value of investing in educational programmes, curricula, technologies, skills, and infrastructure particularly in the areas of:

**Pre-school**

Longitudinal studies calculate a significant return on investment for pre-school education as well as net public savings due to the decreased likelihood for pre-school participants to repeat grades, require remedial education, incarcerated for crimes, and become dependent on welfare.
Primary and secondary education

Research shows that a highly-quality education increases the earnings of individuals and the economic health of their communities. Some believe however, that increased public investment will not necessary improve the quality of education offered. But recent studies show that education spending can have a direct, positive impact on the business climate and can improve the success of at-risk students, whose contributions to the economy are critical for achieving a high-value/high-wage economy in the 21st century. Such spending will have a greater chance of success if coupled with specific reforms, such as smaller class sizes, greater access to technology for at-risk students, support for teacher training and innovation, and improved accountability structures.

Benovot, (1985) found that primary education had a significant positive effect on the economic growth on 110 developed and developing countries. For the period 1945-80. Lau Jamison and Louat, (1991) found economic growth powerfully affected by primary education in twenty-two East Asia and Latin America, Africa and Middle Eastern countries

2.2 Efficiency in Education

Psacharopoulous G. (1980) pointed out that the term efficiency has at least two different meanings when used in education. One meaning refers to the internal efficiency of an educational institution to educate the pupils / students and turn out its graduates. The other meaning refers to external efficiency of educational institutions for example how its graduates fit in the social setting after they leave school in comparison with the resources used while in school. Rovers and Ruchlin, (1971)
defined efficiency as either achieving the greatest amount of output from a given set quantity of input or achieving a specified amount of output while utilizing a minimum quantity of input. Hence efficiency may be said to be the ability to produce the desired effect with minimum effort, expense or waste.

The general demand and supply of education depend on both the private social costs and perceived benefits other factors held constant (ceteris Paribus). The effective demand for education should be propelled by expected benefits weighed against the cost involved. One commonly accepted sign of internal inefficiency in education system is the wastage rates. Dropping out and repeating are different aspects of wastage; and are a common place of education in third world.

Tan and Mingat, (1992) argued that a high rate of survival (or repetition) within cycles of education particularly in primary and secondary is necessary although insufficient mark of an efficient system, conversely a system that exhibits low intra-cycle retention rates is invariably inefficient.

The reason is that the curriculum for a cycle of study is designed to impart and reinforce certain cognitive skills; students who exit before the end of the cycle will acquire those skills only partially, and probably temporarily. As much this outcome holds, the resources invested in those students’ education would be wasted, leading to inefficiency in the system.
Warsome (1994) noted that schools have poor enrolments opting to drop out of school because their parents cannot afford to pay the school fees and cannot also be able to provide their children with enough food. He argued that “if the parents cannot afford a meal, how can they possibly pay for education?”

Dall, (1989) made the following quotation to describe the situation in Mali: “The reasons why a lot of children don’t go to school in Mali is economic. School is not free, primary pupils have to buy desks, chairs and make a monthly contribution. This cost is high for the average family in Mali. Many parents who have limited resources only want to invest in boys’ education and not girls. In turn, girls stay at home to mind other children or to sell things from roadside stalls.”

Odeburinmirey, (1983) noted in Nigeria, 98 percent of students surveyed said that the inability of parents to support their children in school was the most significant cause of dropout. Qasem (1983) noted that 71 percent of rural schools and 53 percent of urban schools in Bangladesh had no latrines, which discouraged girls from attending.

Chamie, (1983) indicated that the obstacles to female education stem from many factors: National education policies that affect boys and girls differently, uneven distribution of primary school, especially in rural areas, lack of schools for girls in system segregated sex, shortage of female teachers and general reluctance among females who have their certification to teach in isolated rural or urban slums, perceived irrelevance of primary school curricula to women’s employment possibilities, demand for the household labour of girls, late entry of girls.
McGinn, (1988) noted that certain groups of children are educationally disadvantaged in virtually all societies, this is reflected in their enrolment, tendency to stay in school and educational attainment in countries with high enrolment and dropouts, effort to keep children in school can have as much as impact on the overall enrollment. Dropout is particularly alarming at the primary level because children who dropout of school early soon lapse back into literacy.

Gichuki, (1980) revealed that the problem of dropout is widespread in Kenya and constitutes massive wastage of the limited government resources. Education for all conference (EFA) held in 1992 cited high dropout rates as the most serious problem facing education in Kenya (Republic of Kenya 1992). The resources put into education sector are limited and therefore should be efficiently utilized to minimize wastage. However, despite increased expenditure on education, millions of children who join school fail to complete basic education.

2.3 Efforts to curb wastage rates
Pupils entering into an education cycle are supposed to complete it within a given period of time. Those who dropout or repeat given grades in any education cycle considered as a form of wastage in educator examples dropout in education system reduces output and hence leads to internal inefficiency. Therefore efforts to curb the wastage in our education system are necessary.
Mallon (1989) noted in Bangladesh that to improve the enrollment and retention rates, the government instituted a number of measures. Some of which incorporates features of non-formal primary education program (NFPE) sponsored by the Bangladesh Rural Advancement Committee. The program began in 1983 as a pilot project to develop and test a low alternative to primary education. The result was learning environment that did not alienate rural children and schedule that could be adopted to the needs of the local community. The school is open two and half-hours a day, 280 days a year. During harvest, classes are held in the early morning or late afternoon, according to the preference of the parents. The NFPE offers a three–year curriculum that includes languages, mathematics, basic science, social studies, health and hygiene. The teachers are paraprofessional (Preferably by village residents and mothers or heads of household) who are trained and supervised by professional staff. The NFPE has achieved considerable success. The dropout rate of less than 2 percent indicates that rural communities find the program appropriate to their needs.

Girls are the caretakers of the young siblings in many countries, which severely discourage them from attending school. Schools must recognize this fact and provide facilities for childcare or make other arrangements for their female students. In China where enrolling girls has been a problem, offering child care at places of employment has improved the enrollment of girls in urban areas. In rural areas, schools day care for younger siblings, Colletta and Sutton (1989).

Channie, (1982) cited that increasing the supply of female teachers is an important strategy for increasing the access of girls to school. In India, rural community
recruited female secondary school graduates to teach classes, which significantly decreased the dropout rate of children especially girls.

Branner, (1982) Jamison and Lokheed, (1989), King, (1981), Smith and Cheng, (1981) indicated that the parents educational attainment, income level, and attitude towards schooling were the most important determinants of children’s attendance.

In his regional studies in Arid and Semi Arid (ASAL) of Samburu, Wajir, Kwale and Kitui district. In addition, a nomadic life of parents, long distance to schools and parents’ ignorance of the importance of education were contributory factor in Wajir, Samburu and Kwale districts. In his findings; child labour, unwanted pregnancies and early marriages were the major causes in Kitui. He recommended that strengthening of school feeding programming, sensitizing people on the importance of education and proving guidance and counseling services in schools.

According to Michieka (1993), in her study of cases of dropouts in Kisii district, she identified irregular school attendance due to overloaded of students at home and involvement in wage employment as major causes of school dropout. Her recommendations were strengthening adult education in enlightening the parents on the importance of education, reduce child labour and discourage overworking children at home.

The study will attempt to investigate the efficiency of secondary schools in Nyamache division of Nyamache District, for such a study has not been carried out since the creation of Nyamache District.
2.4 Effective School

**Key characteristics of Effective Schools**

| 1. Professional leadership | • Firm and purposeful  
|                           | • A participative approach  
|                           | • The leading professional  |
| 2. Shared vision and goals  | • Unity of purpose  
|                           | • Consistency and practice  
|                           | • Collegiality and collaboration  |
| 3. A learning environment  | • An orderly atmosphere  
|                           | • An attractive working environment  |
| 4. Concentration on teaching and learning | • Maximization of learning time  
|                           | • Academic emphasis  
|                           | • Focus on achievement  |
| 5. Purposeful teaching | • Effective organization  
|                           | • Clarity of purpose  
|                           | • Structured lessons  
|                           | • Adaptive practice  |
| 6. High expectations | • High expectations all around  
|                           | • Communicating expectations  
|                           | • Providing intellectual challenge  |
| 7. Positive reinforcement | • Clear and fair discipline  
|                           | • Feedback  |
| 8. Monitoring progress | • Monitoring pupils performance  
|                           | • Evaluating school’s performance  |
| 9. Pupil rights and responsibility | • Raising pupil’s self-esteem  
|                           | • Position of responsibility  
|                           | • Control of work  |
| 10. Home-school participation | • Parental involvement in their children’s learning  |
| 11. A learning organization | • School based staff organization  |

*Source: Sammon et al 1995*
School effectiveness enhances teaching and learning and student achievement. Call for effective schools by schools stakeholders such as students, teachers, board members, and parents are not recent. The clamors for schools effectiveness can be track back in history to early 19th century when it became increasingly clear that schools do indeed play a critical role in academic achievements. Edmonds (1982:4) states that, educators have increasingly become convinced that characteristics of schools are important determinants of academic achievements. The audit commission (1991:7) observed that “Education quality is more likely to be high if the necessary organizational preconditions are in place, that is, a competent leadership, trained staff, sound building and adequate teaching/learning materials.”

Other authorities see an effective school as one that maximizes pupil’s achievements, cares for the development of the whole individual, and prepares pupils for adult life, Bell and Rhodes (1996:12). Rutter, et al, (1979) conducted a longitudinal study among secondary schools in London over a period of eight years beginning1970. The study established that, among other factors, the schools climate and ethos were important in creating quality schools.

Austin (1979), conducted a comprehensive study by using eighteen high achieving and twelve low achieving schools to determine the factors that distinguish these two contrasting set of schools. He established that those principals who held high expectations for teachers and students and schools that put emphasis on intellectual goals distinguished effective from non-effective schools. Sammon, Hillman, and
Mortimor (1995), carried out an in-depth study of effective schools and summarized their key characteristics as the table above shows.

Other studies show that few students join secondary school with the right motivation. In many schools, the number of students in a class is higher than what a teacher can effectively handle. Due to this individual attention is not possible. Science teaching at secondary level has its own problems. Teachers are inadequate; are overwhelmed by the workload and some teach more than one subject. Teachers therefore do not specialize and they cover the syllabus without imparting the necessary skills. Poor curriculum implementation, inadequate syllabus coverage, high cost of education and poor financial management are major obstacles cited as hampering the promotion of quality education.

Other reasons that contribute to dismal performance in national examinations in Nyamache district, (Nyamache division) have been cited as clan politics, indiscipline among and teacher’s poor management pupils as well as irregular teacher transfers. Teachers also spend most of their time on private businesses than on their professional duties. School attendance is poor for teachers, pupils and the students and the reasons are, lame excuses.

2.5 School Administration (Supervision and Inspection) and Community Relations

School administrators have a duty to plan, supervise, direct, control, both human and physical resources to meet the objectives and goals of the school. The success,
development and provision of quality education and excellent performance in examinations depend upon the quality of the school manager (head teacher) and their staff. The function of a school manager includes organization and management of approved curriculum, management and control of school finances among others, Wilkins (1976) and Griffins (1994). Specifically, Kathuri (1982) found a strong correlation between quality of administration in a particular school and performance at the Kenya Certificate of primary Education (K.C.P.E). Head teachers who hold frequent staff meetings, embrace consultative management are more successful in their duties.

An effective head teacher should be able to ensure effective discipline and excellent performance in planning, budgeting, supervision of the curriculum and cultivate good school community relations. A good administrator should learn to know all his students by name. Some researchers have shown that both the head teachers and educational administrators relate the problem of poor performance to poor management of schools.

A head teacher, who fails to use his own personal qualities effectively to provided leadership in the school, becomes autocratic leading to low morale and subsequent poor performance in examinations Olembo (1975) Kathuri (1982).

Where there is a clear division of labour and effective management it is followed by satisfactory performance in examinations.
Similarly, Eshiwani (1983) in his study on the factors influencing performance among primary and secondary schools in western province of Kenya, found out that head teachers who ignore school work and engage in private business during school hours create disaffection to both teachers and learners leading to decline in academic performance.

The purpose of supervision and inspection is to establish, maintain, and improve standard. This is further reinforced in the inspectorate vision of providing quality assurance feedback to all educational stakeholders on all educational institutions (MOEST, 2000). Supervision and inspection is an important ingredient for good performance. Supervision refers to the subdivision of the total process of educational administration that is devoted principally to increase effectiveness of those engaged in the direct performance of the central task of educational enterprise.

A school is a social institution whereby students’ teachers and other members of the school community interact with the specific purpose of imparting and acquiring the societal values and skills to enhance effective participation in the society to ensure that the purpose for which the school was established is accomplished Olembo (1977). Head teachers who cultivate harmonious working relationship with the communities are able to use its resources for learning and thus promote good academic performance. The community in turn uses school facilities to enhance their skills such as farming or hiring school facilities to carry out community functions during school holidays.
2.6 Characteristics of an Effective Teacher

It has been established that the teacher’s characteristics, perceptions and school resources will translate into learning gains. These are effective when utilized in the process of instruction, Bidwell and Ksands, (1980: 401-430). The provision of homework to pupils and extra tuition during school holiday and weekends has a positive correlation between hours spent and performance improvement in mathematics and English. The study further established that a positive correlation exists between teachers’ education attainment and school examination performance. Achola, (1990). This confirmed the findings of Saha, (1983:78) that the better educated and trained teachers produce better examination results and other learning outcomes.

Frequent exposure of students to continuous assessment tests leads to improvement in examination performance. The promptness in giving and marking tests helps in identifying learners’ areas of weakness that require remedial action. Eshiwani, (1983) found out that 60% of schools in western province held no formal preps, nor were homework given to pupils. Although preps appear on the timetable students are left on their own to do what they want. Head teachers do not monitor their teachers to ensure that they leave assignments to be attempted during prep time and this contributed to poor performance. Similarly, a positive relationship exists between quality of teachers, use of modern methods of teaching, efficient school leadership and improved performance in the certificate of primary education Kathuri, (1982).
2.7 Availability of Teaching/Learning Resources

Effective teaching depends on availability of suitable and adequate teaching/learning resources such as books, laboratories, laboratory equipment, library materials and a variety of other teaching aids (Bosire, (1999). In addition availability and use of instructional materials teachers’ qualifications, quality of Board of Governors and students’ entry behavior all play a significant role in students’ academic achievement (Nyabochwa, (1999). Gakuya, (1996) carried out a study on the factors influencing the poor performance of K.C.S.E in Kakuyuni location of Machakos district and found out that, inadequate learning facilities such as classrooms, laboratories, textbooks and Libraries as the main causes of poor performance. Other factors are: autocratic administration, lack of consultation, indiscipline and poor payment of school fees. It will be too much to expect that teachers will teach all that is expected to be taught in a particular class in a given year without the provision of adequate teaching/learning materials.

Other studies have established a strong link between learning resources and students’ achievement. Exposure to laboratory work has been found to determine the high performance of students in sciences, Fosters, (1980), Heynemann, (1986), Achola, (1990) and Orodho, (1996). Orodho, (1996) specifically found out that a positive relationship exists between students achievement in physics and chemistry and the level of adequacy of textbooks, laboratories and exposure to practicals.
2.8 School Ethos and Discipline of Students and Teachers

It’s been observed that outstanding performance in national examinations by any school depends on discipline of pupils and teachers. Some schools have built a sound tradition of discipline and hard work and this prepares them to a higher level of achievement. Others have not and their standard has continued to decline Griffin, (1987). Schools that have a strong tradition of commitment and self-drive for both teachers and students continue to shine in national examinations. The success of any school depends on discipline and team spirit. It must create a good working atmosphere for the teacher so that they can devote all their energy to the welfare of the learners. The head teacher and teacher have a pivotal role to play in instruction, guidance, and counseling; in co-curriculum activities and by taking over the parental responsibility for the entire period the learners are under their custody.

2.9 Effects of Family Background on Learning and Learner’s Aspirations

The nature of ones family background influences the full realization of ones full academic potential/. The children who grow up in a tickling environment surrounded with toys, pictures and books have a head start than children who grow up under a less tickling environment. Home environments vary in many aspects such as parental level of education, economic status, attitudes, values, interests, parental expectations, and family life. It has long been established that parents who encourage their children to do well in school, have personal interest in their academic work, such children perform better in national examinations, Plowder et al (1967).
Morris et al, (1972) carried out a study in Mexico, Guinea, and China regarding the contribution of home background to performance. Their sample population was selected from pupils and students of primary and secondary schools and their parents. They established that children from poor rural homes lived in single rooms shared with the entire family.

This not only causes friction due to lack of privacy but also created an atmosphere totally uncondusive to learning. A similar study by Duncan, (1989) carried out in Botswana also established cultural views, values and expectations affected standard of performance in examinations. It was established that socialization of the girls in many communities was geared towards preparation for marriage as opposed to putting great emphasis in academic work.

Maundu, (1986) carried out a study that established that fathers and mothers educational and occupational status was significant determinant of their children’s achievement in examinations. Such parents provide all learning resources to their children to motivate them, follow up their performance at school, which leads to good performance in national examinations. However, he does not account for children who do exceptionally well yet they come from backgrounds of illiterate parents.

Learner’s aspirations refer to the pupils’ inner drive to attain academic excellence. Eshiwani, (1983) found out that the class size is important in determining student’s performance in examinations. The bigger class limits a student’s access to the teacher and contributes to poor performance. He further established that students have a general erroneous assumption that teachers teach all that they need to pass their
examinations. Studies, however, indicate that the teacher contributes 30 per cent of the learning, a student 40 per cent, environment 10 percent and parents 20 percent. The research aims at establishing the average number of students per class in the district and level of student’s aspirations to attain academic excellence.

2.10 Summary

From the review of Literature, the following conclusions are drawn. Education is essential to personal and the country’s social economic development. The Literature cited effective management as paramount to the success of the school’s overall programs and the students’ academic achievements. An effective head teacher in a school is able to or influence directly other factors such as effective instruction, provision of resources, articulation of school goals, objectives, mission; high student expectation, positive support for the staff, instructional leadership and good community relations. Other factors such as students’ entry behaviour, well stocked library, laboratory facilities, and hours of exposure to learning contribute to effective learning and high students’ academic achievement and have been reviewed.

In the review of literature, the following gaps were identified. Most research studies carried out focus on poor performance at primary education. The few research studies carried out have not been directed to establish the factors contributing to the poor performance of Kenya Certificate Secondary Examination of secondary schools in Nyamache division. It is in an attempt to fill these gaps that this study intended to establish the factors that contribute to poor performance of KCSE among secondary schools in Nyamache division.
CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The purpose of the study was to investigate the impact of internal efficiency in Kenya certificate of Secondary Education (K.C.S.E) In Nyamache Division, of Nyamache District between 2005 and 2009.

This chapter describes the Research design, location, population, study sample and sampling procedure, data collection instruments, content analysis, piloting, validity and reliability, data collection procedures and data analysis methods.

The data used in this study was obtained through a research survey design conducted between 2005 and 2009 so as to obtain information regarding the factors contributing to poor performance of KCSE in Nyamache division. The research encompassed the; formulation of the research design, identifying the location of the study area, identifying the study population, sample study, instruments for collecting data, content analysis, piloting, validity and reliability, data collection procedures and methods of data analysis.

3.1 Research Design

The study adopted the descriptive survey design. It utilised questionnaires and interview schedules to obtain both qualitative and quantitative data. According to Borg and Gall, (1989) descriptive survey attempts to describe characteristics of subjects, phenomena, opinions, attitudes, preference and perceptions of interest to the
researcher. It also aims at obtaining information from a representative of a whole, Bell, (1993). A descriptive survey is concerned with gathering facts rather than manipulating the variables.

### 3.2 Location of the study area

The study was conducted in Secondary Schools within Nyamache Division of Nyamache District. Nyamache District is in Kisii County and is divided into two Educational Divisions namely Nyacheki and Nyamache where the study was conducted.

Nyamache Division is one of the five Educational Divisions which make of Nyamache District. The division has several ridges. It lies above 1800m above sea level it also experiences highland equatorial climate. It receives an average of over 1500mm of rainfall per annum. Which is highly reliable? The high the altitude has enabled the growth of tea, maize; while at lower altitude coffee sugarcane and bananas are grown.

The proximity to the equator raises the temperature a mean annual maximum of 27 degrees and minimum of 16 degrees. The coldest months are experienced in late June, July and august.

The high and reliable rainfall coupled with moderate temperature is suitable for growing crops like tea, coffee, maize, beans, finger millet, potatoes, and bananas. This also makes it possible to practice dairy farming in the division.
Nyamache district headquarters is situated in Nyamache town, 35 kms from Kisii town (off Kisii-Kilgoris road).

### 3.3 Study population

There are 18 Secondary schools in Nyamache Division and enrollment per year and gender for the students and staffing is per the tables below.

#### Table 3.1 Enrolment of students

<table>
<thead>
<tr>
<th>Year</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2550</td>
<td>3021</td>
</tr>
<tr>
<td>2008</td>
<td>2500</td>
<td>3167</td>
</tr>
<tr>
<td>2007</td>
<td>1951</td>
<td>1836</td>
</tr>
<tr>
<td>2006</td>
<td>1962</td>
<td>1794</td>
</tr>
<tr>
<td>2005</td>
<td>1842</td>
<td>1792</td>
</tr>
</tbody>
</table>

#### Table 3.2 Staffing

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>31</td>
<td>162</td>
</tr>
<tr>
<td>2008</td>
<td>31</td>
<td>182</td>
</tr>
<tr>
<td>2007</td>
<td>38</td>
<td>183</td>
</tr>
<tr>
<td>2006</td>
<td>40</td>
<td>185</td>
</tr>
<tr>
<td>2005</td>
<td>40</td>
<td>184</td>
</tr>
</tbody>
</table>

**Source:** Nyamache Divisional Education Office.
3.4 Study sample and sampling procedure

Purposeful sampling being a non-random method of sampling where particular subgroups of interest are selected was used because schools with certain characteristics were selected. The schools selected were those with good performance and those with poor performance. The population percentage was 40%.

The sample population comprised of D.E.O, A.E.O, Head teachers, Teachers and students. The researcher selected 10 Head teachers, 20 class teachers, 30 students, 10 parents, DEO and AEO. This means that the research touched about 106 respondents who were randomly selected.

The researcher got information from the students, teachers and head teachers of the selected schools through the questionnaires method which is more convenient of research. Interview guides were also used to get data from parents, D.E.O and A.E.O.

Actual visit to schools provided necessary data analysis on enrollment and performance of students.

3.5 Data collection instruments

Data collection was done with the use of:

(i) Questionnaires

(ii) Interview schedules

(iii) Document analysis
The questionnaires contained both structured and open ended questions. Data collection was also done through documentary evidences that was found in office at the District, division and even zonal offices and schools. And statistical information in the District and division such as maps, enrollment figures etcetera. Berliner (1993) observed that questionnaires are widely used in researches because they enable the researcher to give similar and / or standardized questions to respondent.

Data for this research was gathered using questionnaires, interviews and document analysis. There were interview guides for D.E.O, AEO and Parents. The questionnaires were primarily based on the research questions as formulated from the research problem. Therefore in total the researcher administered 84 questionnaires and 22 interview guides to the respondents.

### 3.5.1 Questionnaires

The questionnaires were administered because they are advantageous in that they are cheap to administer to respondents scattered over a large area. Also, respondent feel free to give frank answers to sensitive and embarrassing questions especially if they aren’t required to disclose their identity. They can also answer the questions at their own time, incase they have little time when the researcher calls on them.

(i) Principals' Questionnaire

(ii) This was used to collect data on enrollment in every class, the concern of parents on the academic performance of students, the general performance of drop-outs and repeaters, causes of drop-outs and repeaters and possible solutions to the problem (see appendix F).
(iii) Class teachers’ Questionnaire:

(iv) This was used to collect data on the education level and teaching experience, general performance of students, reason given for being absent from school, the general performance and absentees and drop-outs, solutions to the problem of drop-out and repetition (see appendix C).

(v) Students’ Questionnaire:

(vi) Was used to collect information on gender, current form, reasons for dropping out and repeating of friends or relatives. Forms in which their friend or relatives drop out and repeat and possible solutions to wastage (see appendix D).

3.5.2 Interview schedules

The questionnaires and interview schedules are expected to be a fast way of collecting data. This is supported by Peil (1995) who stated that questionnaires are cheap ways of data collection especially when the sample population is large. And that interview schedules are even more reliable in obtaining data than questionnaires, because they are more reliable, valid and theoretically satisfactory. In this, study interview schedules were very significant in the collection of data from the District Education Officer and AEO. Kelinger (1973) also noted that people are more willing to communicate orally than in writing, hence interviews help get data more readily. The interview schedule for D.E.O and A.E.O was used to collect data on sex, classes in which students repeat and drop out most, causes and possible solution to the problem of wastage (see appendix G).
3.6 Content analysis

Gay (1976:137) noted that content analysis is the systematic qualitative description on the composition of the object of the study. Typical subjects for content analysis include books, documents and creative production such as musical composition, works of art and photographs. According to Mugenda and Mugenda (1999: 174) content analysis is the systematic qualitative description of the composition of the objects or materials of the study. They affirm further that the main purpose of content analysis is to study documents such as books, magazines and photographs in order to determine factors that explain a specific phenomenon.

The records were used to confirm whether the information given were accurate. If the information was found to be inaccurate it was corrected. The KCSE results were scrutinized.

3.7 Piloting

The piloting consisted of trying out the instruments on a small number of persons having characteristics similar to those of the target group of respondents. The basic reason for carrying out pre-testing was to determine whether the instruments would serve the purposes for which they were designed for. The researcher carried out pre-testing involving three schools. The respondents were required to give their views regarding comprehensibility, reliance, and clarity of competence items. Based on their feedback, the questionnaires were revised.
3.8 Validity and reliability

3.8.1 Validity

Before administering research instruments, the researcher established their validity. Lovel and Lawson (1970) state that the validity is concerned with the extent to which a technique actually measures what it actually intends to measure. This was done by conducting a pilot study prior to the actual study.

Secondly, the researcher adopted content validity procedure to determine the validity of the instruments. According to Mugenda and Mugenda (1999) content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of content of a particular concept. They further state the usual procedure in assessing content validity of a measure is to use professionals or experts in a particular field. On this basis the researcher sought advice and guidance from the two supervisors. They critically examined the items used to determine whether they represented the skills that are being measured. Once the items were ascertained to be valid, the researcher administered them in the actual study.

3.8.2. Reliability

The researcher then established the reliability of the research instruments before their actual administration. In normal language reliable means to be dependable and that something will give the same outcome every time. In other words, its the yielding of the same or compatible results in different clinical experiments or statistical trials.

Reliability is something that every scientist, especially social sciences and biology must be aware of.
We must maximize the inherent repeatability or consistency in an experiment. For maintaining reliability internally, a researcher will use as many repeat sample groups as possible, to reduce the chance of an abnormal sample group skewing the results.

Reliability is an essential component of validity but, on its own is not a sufficient measure of validity. A test can be reliable but not valid, whereas a test cannot be valid yet unreliable. So reliability, in simple terms, describes the repeatability and consistency of a test. Validity defines the strength of the final results and whether they can be regarded as accurately describing the real world. According to Mugenda and Mugenda (1999) reliability is a measure of the degree to which research result yields consistent results or data after repeated trials. The researcher tested the reliability of the research instruments by carrying out a pre-study (Mugenda and Mugenda, 1999).

The researcher used the split half method to determine the reliability of the research instruments. Nachmias and Nachmias (1996) point out that the split half method can be used in determining the internal consistency during the pre-test.

The items were divided randomly into halves and marked with even and odd numbers. Then the scores were tabulated. The results from one half were compared with the results of the other half. From the reliability of half the test, the half correlation of the whole test was then estimated using the Spearman Brown prophecy formula.
The reliability coefficient \( (re) \) for the full test was given by the formula;

\[
R_e = \frac{2r}{1+r}
\]

meaning: \( \frac{2 \times \text{corr. Between the halves}}{1 + \text{corr. Between the halves}} \)

Where \( re \) = reliability of the original test

\( r \) = reliability of the co-efficient resulting from correlating the scores of the odd items with the scores of the even items.

The correlation coefficient of 0.75 for students questionnaires and 0.72 for teachers questionnaires was achieved. A coefficient of 0.70 was considered adequate but Gay (2003) recommends 0.80. The researcher therefore concluded that the instruments were reliable.

3.9 Data collection procedures

The researcher applied for authority to conduct research from the Ministry of Education. The researcher then proceeded for clearance from the D.E.O to visit the sampled schools to administer the research instruments. The researcher then made a reconnaissance visit to the schools and offices from which data was to be obtained. During the visit, the researcher met principals, teachers, and students. The researcher then informed them about the research instruments. When fieldwork started, the researcher administered the questionnaires to head teachers, teachers and students.
3.10 Methods of Data analysis

Before the actual data analysis, the gathered data was validated, edited and coded as said above. In the validating process, the collected questionnaires were checked to determine whether an accurate or acceptable sample was obtained in terms of proportion of the questionnaires used.

The questionnaires were also checked for completeness. In the editing process, the questionnaires were scrutinized to see whether there were errors and omissions, inadequate responses and outright irrelevant responses. Descriptive statistics in the statistical package for social sciences (SPSS) was used to analyze the data obtained. As Onyango (2001) observes, the SPSS package is known for its ability to handle large amounts of data and given its wide spectrum of statistical procedure purposefully designed for social sciences, it is also quite efficient.

Quantitative data was tabulated and analysed by the use of simple frequencies, percentages and means. Qualitative data was analysed in narration form according to the objectives. The findings were presented using frequency distribution tables and percentages.

3.11 Ethical Considerations

Since the researcher appeared to invade the privacy of the teachers and students, he didn’t subject them to situations harmful or uncomfortable to them. The participation was voluntary and the people had the right to refuse or divulge certain information about them. The researcher also ensured that the findings of this study were strictly
used for the purpose of this study and also withheld the identity of the respondents. Offending questionnaire items were not presented to the respondents either. The researcher too avoided plagiarism which is tantamount to stealing other people’s works, which would have eroded the integrity of the researcher and lead to serious professional repercussions.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION OF FINDINGS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis of data, presentation and interpretation of the findings of the study. The chapter presents descriptive statistics on background information of the respondents and also in presenting the findings concerning the specific objectives. The purpose of the study was to investigate the impact of internal efficiency on Kenya Certificate of Secondary Education (K.C. S.E) performance in Nyamache division of Nyamache district, Gusii County between 2002 and 2006.

The study was based on the following specific objectives:

i. To establish the enrollment of students in secondary schools in Nyamache division of Nyamache district for (2005-2009).

ii. To determine the effects of dropout rates, repeater rates on students’ performance in KCSE between (2005-2009)

4.2 Background Information of the Respondents

This variable was important since it enabled the researcher to establish the background of the respondents. The responses on each of the mentioned aspects are presented in the following sub-sections:-
4.2.1 Gender

The respondents were asked to state their gender; their responses are contained in Table 4.1.

Table 4.1 Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
<th></th>
<th>Headteachers</th>
<th></th>
<th>Class teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>54</td>
<td>54.0</td>
<td>11</td>
<td>68.8</td>
<td>17</td>
<td>85.0</td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>46.0</td>
<td>5</td>
<td>31.2</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>16</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The table reveals that 54.0% (54) of the students who participated in the study were male while the remaining 46.0% (46) were females. This implies majority of the students in Nyamache Division in secondary schools are male. The table further reveals that 68.8% (11) of the headteachers were males while the remaining 31.3% (5) were female. This implies majority of the headteachers in Nyamache Division are males. The table also shows that majority (85.0%) of the teachers were males while the majority are females. This implies majority of the respondents in secondary schools in Nyamache Division are male.

This findings agree with Qasem (1983), that boys are more enrolled compared to girls in Bangladesh. 73 percent of the rural schools and 53 percent of urban schools had no latrines which discouraged girls from attending school for the could be queue to use them.
Chamie (1983) asserts that there similarly are obstacles which block female students such as national educational policies that affect boys and girls differently, shortage of female teachers who should act as role models, demand for household labour for girls among many others. This shows that our system is not efficient, because boys are advantaged over girls for boys are enrolled more than girls.

According to the research, equality and equity of opportunities has been fully realised therefore recommended that more opportunities be availed for girls for example provide sanitary towels, bursaries, education for girl child on early pregnancies and marriages.

4.2.2 Present form

When the students were asked to state their present form, they gave responses as follows:

Table 4.2 Present enrollment per form

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>13</td>
<td>13.0</td>
</tr>
<tr>
<td>Two</td>
<td>12</td>
<td>12.0</td>
</tr>
<tr>
<td>three</td>
<td>75</td>
<td>75.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is instructive from the table above that a majority of the students represented by 75.0% were in Form three whereas 12.0% (12) were in Form two. The remaining percentage (13.0%) of students were in form one. From the above table, the form three class represented the majority because of either the repeaters or transfers from within or other schools.

4.2.3 Nature of Schools

The head teachers were asked to state the nature of their school. Table 4.3 below has the findings.

Table 4.3 Nature of Schools

<table>
<thead>
<tr>
<th>Nature of school</th>
<th>No of Schools</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day schools</td>
<td>16</td>
<td>16</td>
<td>88.88</td>
</tr>
<tr>
<td>Mixed boarding schools</td>
<td>2</td>
<td>2</td>
<td>11.111</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table reveals that majority (88.88%) of the respondents came from mixed day schools while the rest were from Mixed Boarding schools. This implies majority of schools in Nyamache Division are mixed schools and there is no single-sex school in the division. This findings agree with a research conducted by the National Opinion Research Centre (1980) noted that whether concerning academic achievement, achievement gains, educational aspirations, locus of control, sex role stereotyping, or
attitudes and behaviours related to academics, results indicate that single sex schools deliver advantages to their students, especially female students.

4.2.4 Year the schools were established

The respondents were also asked to state the year their school started and table 4.3 below has the findings.

Table 4.4 Year of Establishment

<table>
<thead>
<tr>
<th>Year of Establishment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970's</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>1980's</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>1990's</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>2000's</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is disclosed that 43.8% (7) of the respondents had their school being established in 1970’s while 12.5% (2) reported that their school began in 1980’s. Further, it is shown that 25.0% (4) of the respondents reported that their schools established in 1990’s whereas the remaining 18.8% (3) of the respondents reported that their school began in 2000’s.

4.2.5 Educational Qualification

When asked to state their educational qualifications, the teachers gave responses as contained in Table 4.5.
Table 4.5 Educational Qualification

<table>
<thead>
<tr>
<th>Educational Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED</td>
<td>17</td>
<td>85.0</td>
</tr>
<tr>
<td>M.ED</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the table, it is disclosed that 85.0% (17) of the class teachers were holding a B.E.D while a few (10.0%) had a M.Ed. The remaining 5.0% (1) was a holder of certificate. Yadved and Sign (1988) observed that the quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competency and skills of teaching and the commitment of the teacher have effective impact on the teaching and learning process (India’s National Educational Policy 1998-2010). Quality improvement in education depends upon proper training of teachers. The teachers cannot play any of the roles unless properly trained.

4.2.6 Class in which one is a Class teacher

The study sought to determine the class in which class teachers were representing. Table 4.3 has the findings.
Table 4.6 Class in which one is a Class teacher

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form I</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Form II</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Form III</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Form IV</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table reveals that 30.0% (6) of the respondents were class teachers in Form one whereas those who were in form two class teachers were 10.0% (2). Further, it is shown that 20.0% (4) of the respondents were class teachers in form three while the remaining 40.0% (8) of the respondents were from four class teachers.

4.3 Drop out rates

This section provides responses as reported by the students on student drop-out.

4.3.1 Students friends/ relatives who have ever dropped out

The students were asked to state whether or not they had friends or relatives who had dropped out. Table 4.7 below has the findings.
Table 4.7: Students friends/relatives who have ever dropped out

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>62</td>
<td>62.0</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>38.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the table, it is shown that 62.0% (62) of the respondents agreed that they had friends or relatives who had dropped out. This implies there are a number of students who have ever dropped out of school in secondary schools in Nyamache division.

According to Onchiri, (2007) research on internal efficiency in both private and public primary schools in Manga Division, Nyamira District, concluded that dropout was a major cause of internal inefficiency. According to the study, the dropout rate was due to cultural factors and to some extent lack of fees. Warsome, (1994) noted that dropout rate was a major cause of low enrollment in schools in upper levels.

A study co-ordinated by Juan Carlos Gottifredi, rector of the National University of Salta in Argentina found that 7.5% of poor children started school late, compared to 4% of those in a comfortable socio-economic position. And only 25% of teenagers from poor families graduate from high school, against 76% of middle or upper class teens. The school dropout rates are particularly high in poor areas of Buenos Aires, Argentina. Most minors who drop out of schools do so due to the need to find a job (The People Nairobi, 2000).
Bayona, (1995) indicates that a large number of girls dropout due to unwanted pregnancies and as a result suffer negative social and psychological consequences that derive from this situation. Girls comprise of the majority of dropouts. The education policy in Kenya is that the girl should rejoin once they have delivered, but majority are ignorant of this fact.

4.3.2 Number of Students who dropped between 2005 – 2009

The headteachers were asked to indicate the number of students who dropped out from their school between the years 2005 – 2009. Table 4.8 below has the findings.

Table 4.8 Number of Students who dropped between 2005 – 2009

<table>
<thead>
<tr>
<th>No. of students</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 50</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>51 - 100</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>above 100</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is disclosed from the table that 62.5% (10) of the respondents stated from their school were below 22 while 25.0% (4) of the respondents indicated that 51 -100 students dropped out from their school. The remaining 12.5% (2) of the respondents stated that above 100 students left school in the given period. This indicates some low level of dropouts in some schools leading to high internal efficiency through this efficiency is low in some schools which registered dropout above 100 students.
The class teachers were also asked to state the number of students who had dropped out that year. Table 4.9 below has the findings.

### Table 4.9 Drop out of Students

<table>
<thead>
<tr>
<th>Drop out of students</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>one to two</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>three to four</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Five and over</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table shows that 25.0% of the respondents reported that none of the students dropped out in their class while 15.0% (3) has 1 -2 drop outs. The proportions of respondents who had 3 – 4 and five and over dropouts were 16.0% (2) and 50.0% (10) respectively. It can be implied that in half of the schools in Nyamache Division, there at least five students who drop out of a class in one year. This translates to high wastage and therefore low internal efficiency.

#### 4.3.3 Reasons for dropping out

When the students were asked to state the reasons for dropping out by other students, they gave responses as contained in Table 4.10.
<table>
<thead>
<tr>
<th>Reasons for dropping out</th>
<th>Girls</th>
<th></th>
<th>Boys</th>
<th></th>
<th>Both</th>
<th></th>
<th>None</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Death of parents</td>
<td>8</td>
<td>8.0</td>
<td>4</td>
<td>4.0</td>
<td>32</td>
<td>32.0</td>
<td>56</td>
<td>56.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Help with domestic work</td>
<td>15</td>
<td>15.0</td>
<td>22</td>
<td>22.0</td>
<td>4</td>
<td>4.0</td>
<td>59</td>
<td>59.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Lack of fees</td>
<td>19</td>
<td>19.0</td>
<td>12</td>
<td>12.0</td>
<td>46</td>
<td>46.0</td>
<td>23</td>
<td>23.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Peer influence</td>
<td>4</td>
<td>4.0</td>
<td>23</td>
<td>23.0</td>
<td>34</td>
<td>34.0</td>
<td>39</td>
<td>39.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Use of drugs</td>
<td>4</td>
<td>4.0</td>
<td>40</td>
<td>40.0</td>
<td>19</td>
<td>19.0</td>
<td>37</td>
<td>37.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Found academic work too</td>
<td>30</td>
<td>30.0</td>
<td>10</td>
<td>10.0</td>
<td>26</td>
<td>26.0</td>
<td>34</td>
<td>34.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sent away due to</td>
<td>13</td>
<td>13.0</td>
<td>26</td>
<td>26.0</td>
<td>19</td>
<td>19.0</td>
<td>42</td>
<td>42.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>disciplinary grounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Became pregnant</td>
<td>68</td>
<td>68.0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4.0</td>
<td>32</td>
<td>32.0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Got married</td>
<td>53</td>
<td>53.0</td>
<td>11</td>
<td>11.0</td>
<td>21</td>
<td>21.0</td>
<td>15</td>
<td>15.0</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above analysis, it is shown 8.0% (8) of the respondents stated that girls drop out because of death of parents while 4.0% (4) of the respondents reported boys drop out because of this reason. It is also shown that 32.0% (32) of the respondents indicated both boys and girls drop out due to parents’ death, while majority (56.0%) of the respondents state neither boys nor girls drop out because of parents’ death. Regarding domestic work, it was reported by 15.0% (15) of the respondents that girls drop out to help with domestic work while 22.0% (22) reported boys drop out to help with domestic work. It is also shown that a few (4.0%) of the drop out indicated that both boys and girls drop out because of domestic work while majority (56.0%) reported that none of the students drop out because of domestic work. From the
analyzed data, it is revealed that 19.0% (19) and 12.0% (12) of the respondents reported that girls and boys respectively drop out of school due to lack of fees. It is also shown that 46.0% (46) and the remaining 23.0% (23) of the respondents stated that both and none of the students respectively drop out due to fees.

Peer influence was reported to cause drop out of girls as reported to cause drop out of girls as reported by 40% (4) of the respondents and drop out of boys as reported by 23.0% (23) of the respondents. Further, 34.0% (34) of the respondents stated that both boys and girls drop out due to peer influence whereas 39.0% (39) of the respondents felt none of the students leave school because of peer influence. The table further discloses that use of drugs would make girls and boys leave school. This was according to 4.0% (4) and 40.0% (40) of the respondents respectively. In addition, 19.0% (19) of the respondents felt both boys and girls dropout of school due to use of drugs.

Difficulty in academic work would make girls, boys and both of them to drop out of school as sated by 30.0% (30), 10.0% 910) and 26.0% (26) of the respondents respectively. However, 34.0% (34) of the respondents respectively, however, 34.0% (34) of the respondents felt none of the students would drop out because they found academic work too difficult.

The study shows that 13.0% (13) and 26.0% (26) of the respondents reported that sending away students due to disciplinary grounds vowed girls and boys respectively to leave school. At the same time, it is shown that 19.0% (19) of the respondents stated
that both boys and girls would drop out after being sent away due to disciplinary grounds. However, 42.0% (42) of the respondents reported that none of students would drop out because of disciplinary grounds. The table shows that majority (68.0%) of the respondents reported girls drop out of school due to pregnancy while the remaining 32.0% (32) reported that none of the girls drop out due to pregnancy.

It is also revealed from the table that majority (53.0%) of the respondents reported that girls drop out to get married while a few (11.0%) respondents stated that boys drop out because of this issue. Further, the table reveals 21.0% (21) of the respondents reported that both boys and girls drop out because of marriage while the remaining 15.0 (15) of the respondents felt that none of the students drop out because of marriage. From the above analysis, it can be deduced that lack of fees and peer influence tend to make both boys and girls drop out of school. It can also be concluded that use of drugs is the most common reason why boys drop out of secondary school while pregnancy and early marriage are common factors that account for girls dropping out of school.

The study deemed necessary to establish reasons for students’ dropout. Table 4.11 below has the findings as provided by the head teachers.
Table 4.11 Reasons for Drop out

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnancy in girls</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Permissiveness</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>Lack of fees</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>Poverty</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the above table, pregnancy in girls is a reason for student dropout as reported by 31.3% (5) of the respondents whereas 18.8% (3) reported that permissiveness leads to dropout. Further, the table shows that 25.0% (4) of the respondents and another 45.0% (4) of the respondents stated that lack of fees and poverty respectively lead to student drop-out. This implies majority of students who dropout of school are girls to pregnancy leading to low internal efficiency of school.

The class teachers were also asked to state the reasons for dropping out in their classes. Table 4.12 has the responses.
Table 4.12 Reasons for dropping out

<table>
<thead>
<tr>
<th>Reasons for dropping out</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Permissiveness</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Child labour</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Poverty</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is disclosed that 25.0% (5) of the respondents stated pregnancy leads to student drop out while 30.0% (6) of the respondents reported that permissiveness leads to drop-out. The table further shows that 20.0% (4) of the respondents reported that poverty leads to student drop out while 15.0% (3) of the respondents reported that child labour makes students drop out of school. The existence of the above factors among the students would make them miss school and therefore lead to low internal efficiency.

According to Warsome, (1994)research on causes of dropout, poverty, lack of fees and child labour are the major causes of dropouts. Odenburinmirey’s (1983) study in Nigeria on dropout agrees with this research that dropout is due to inability of parents to support their children in school.
4.3.4. Rejoining of School after drop-out

The head teachers were asked to report whether the students who drop out of school join school after some time. Table 4.13 has the responses.

Table 4.13 Rejoining of school after drop out

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>16</td>
</tr>
</tbody>
</table>

It is instructive from the table that all the respondents agreed that the students who drop out of school rejoin school later.

The teachers were also asked to state whether or not the students also dropped out rejoin school. Table 4.14 below has the findings.

Table 4.14 Rejoining of school by dropouts

<table>
<thead>
<tr>
<th>Rejoining school by dropout</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is instructive from the table that majority (60.0%) of the respondents agreed that those students who drop out, rejoin school while 40.0% (8) did not agree. This implies that the students who rejoin school are likely to repeat a class whiles those who do not rejoin drop out completely of school system. This will eventually lead to low internal efficiency.
4.3.5 Performance after rejoining school

The study was interested in finding out the performance of students after they had rejoined school. The head teachers’ responses are contained in Table 4.15.

Table 4.15 Performance after rejoining school

<table>
<thead>
<tr>
<th>Performance after rejoining</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td>Poor</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study shows that majority (56.3%) of the respondents reported the performance of students after rejoining school is average while 31.3% (5) reported that the performance is poor. However, 12.5% (2) of the respondents reported that the performance is very poor. It is clearly shown from the results that none of the students who rejoin school would have good performance. This is likely to lower schools’ internal efficiency.

The study deemed necessary to establish the performance from the teachers of those students who rejoin school and findings are presented in Table 4.16.
Table 4.16 Performance of Students who rejoin school

<table>
<thead>
<tr>
<th>Performance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Average</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table shows that performance of such students is good according to 10.0 % (2) of the respondents while majority (60.0%) of the respondents reported that performance is average. However, 30.0% (6) of the respondents reported that performance is poor by students who rejoin school after leaving it for sometime is most likely to lead to repetition and dropping out completely of school system.

4.3.6 Level of dropping out

The students were then asked to state the level their friend/relative drop out of school.

Findings in Table 4.17 present their responses.

Table 4.17 Level of dropping out

<table>
<thead>
<tr>
<th>Level of dropping out</th>
<th>Girls</th>
<th>Boys</th>
<th>Both</th>
<th>None</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Form 1</td>
<td>24</td>
<td>24.0</td>
<td>22</td>
<td>22.0</td>
<td>25</td>
</tr>
<tr>
<td>Form 2</td>
<td>33</td>
<td>33.0</td>
<td>9</td>
<td>9.0</td>
<td>31</td>
</tr>
<tr>
<td>Form 3</td>
<td>18</td>
<td>18.0</td>
<td>13</td>
<td>13.0</td>
<td>31</td>
</tr>
<tr>
<td>Form 4</td>
<td>16</td>
<td>16.0</td>
<td>4</td>
<td>4.0</td>
<td>5</td>
</tr>
</tbody>
</table>
It is shown from the table that 24.0% (24) and 22.0% (22) of the respondents reported that girls and boys respectively drop out in Form I. The table also shows that both girls and boys drop out in Form I according to 25.0% (25) of the respondents while 29.0% (29) of the respondents reported that none of the students drop out in Form I. A closer look at the table shows girls and boys drop out in Form II as reported by 33.0% (33) and 9.0% (9) of the respondents respectively whereas 31.0% (31) of the respondents reported that both girls and boys dropout in Form II. However, the remaining (27.0%) respondents reported that none of the students drop out in Form II. A finding concerning dropping out From II shows that 18.0% (18) of the respondents and another 13.0% (13) of them indicated that girls and boys drop out respectively in Form III. In addition, 31.0% (31) of the respondents stated that both girls and boys drop out in Form III.

Regarding Form IV, the table shows that 16.0% (16) and 4.0% (4) of the respondents reported that girls and boys respectively drop out in Form IV while 5.0% (5) of the respondents reported that both girls and boys drop out in Form IV. However, majority of the respondents represented by 75.0% (75) stated that none of the students drop out in Form IV. It can be implied that in secondary schools at Nyamache Division, there is drop out of students in all the forms. A closer scrutiny shows that most girls drop out in Form II while most boys drop out in Form one. All these lead to educational inefficiencies.

When the head teachers were asked to state the level at which there was more prevalence of student dropout, they gave responses as contained in Table 4.18.
Table 4.18 Level with more prevalence in drop-out

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 2</td>
<td>11</td>
<td>68.8</td>
</tr>
<tr>
<td>Form 3</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table shows that majority of the respondents represented by 68.8% (11) reported that at Form II did they experience more dropout in a more at from 2 while 31.3% indicated drop out was high at Form 3. This finding likely shows that more students, more so girls could be dropping out at form 2 and this is the likely stage students enter adolescence stage.

4.3.7 Suggestions to curb drop out at Secondary level

When the students were asked to suggest ways of solving drop out problem, they gave respondents as contained in Table 4.19.

Table 4.19 Suggestions to Curb Drop Out at Secondary Level

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove funds/fee</td>
<td>9</td>
<td>9.0</td>
</tr>
<tr>
<td>Allow girls to join school after giving birth</td>
<td>34</td>
<td>34.0</td>
</tr>
<tr>
<td>Revision of curriculum</td>
<td>24</td>
<td>24.0</td>
</tr>
<tr>
<td>Teachers to be friendly to students</td>
<td>33</td>
<td>33.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The table shows that 34.0% (34) of the respondents suggested that girls should be allowed to join school after giving birth while 33.0% (33) of the respondents suggested that teachers to be friendly to students. It is also suggested that the curriculum could be revised. This was suggested by 24.0% (24) while the remaining 9.9% (9) of the respondents suggested that fees removal would assist eradicate drop out.

Suggestions were sought from the head teachers on how solve the problem of drop out among students. Table 4.20 has the findings.

**Table 4.20 Suggestons towards solving drop-out problems**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>intensifying guidance and counseling in school, churches, home</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>government to needy students</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Removal of extra levies/charges</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the above table, it is shown that 43.8% (7) of the respondents suggested that intensifying guidance and counseling in school and churches could solve the problem of drop out while 31.3% (5) reported that government could assist needy students. It is further shown that 25.0% (4) of the respondents reported that removal of extra levies/charges could help check on student drop-out.
The teachers too were asked to suggest possible ways of curbing drop out. Table 4.21 below has the findings.

**Table 4.21 Possible ways of curbing drop out**

<table>
<thead>
<tr>
<th>Ways of curbing drop out</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide guiding and counseling services</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>Government to assist needy students</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Optimum parental care at school and out of school</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Provide enough learning materials</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the analyzed data, it is shown that 45.0% (9) of the respondents felt providing guidance and counseling to the students helps curb dropping out whereas 20.0% (4) of them suggested government should assist needy students in order to reduce drop outs. The table further shows that providing adequate learning materials helps reduce drop out while remaining 15.0% (3) suggested that parental care in and out of schools is a possible strategy to curb school drop outs.

### 4.3.8 Repetition of Students

The students were asked whether or not they had friends/relative who had ever repeated a form. Table 4.22 has their respondents.
Table 4.22 Repetition of Students

<table>
<thead>
<tr>
<th>Repetition of classes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The table discloses that a few of the respondents represented by 17% (917) had persons who had repeated while the majority represented by 83.0% (83) did not have any friend/relative who had repeated a form. This finding shows some existence of repetition among students in Nyamache Division.

When the teachers were asked whether or not there were repeaters in their school. Table 4.23 below presents their responses.

Table 4.23 Repetition by Students

<table>
<thead>
<tr>
<th>Repetition by students</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table discloses that 55.0% (11) of the respondents agreed that there were students who were repeaters in their class. However, 45.0% (9) of the respondents reported absence of repeaters in their classes. The findings imply that there exists repetition in majority of the schools such trends lead to inefficiency in school system.
4.3.8.1 Reasons for Repeating

The students were then asked to state reasons why the friends/relative repeated a form. Table 4.24 below presents the findings.

Table 4.24 Reasons for Repeating

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to poor performance</td>
<td>17</td>
<td>17.0</td>
</tr>
<tr>
<td>Due to absenteeism</td>
<td>32</td>
<td>32.0</td>
</tr>
<tr>
<td>To improve their performance</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>Lack of fees leading to drop out</td>
<td>21</td>
<td>21.0</td>
</tr>
<tr>
<td>Pregnancy in girls</td>
<td>19</td>
<td>19.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the above analysis, it is shown that 32.0% (32) of the respondents reported students repeated because of absenteeism while 21.0% (21) stated that lack of fees make students repeat a class. The table further shows that pregnancy in girls accounts for their repletion in class as reported by 19.0(19) of the respondents while the remaining (17.0%) respondents reported of repetition due to poor performance. The findings imply that most students repeat a form due to absenteeism. This leads to waste and low internet efficiency.
In order to establish indicators of internal efficiency in secondary schools in Nyamache Division, the head teachers were asked to state the reasons for repletion of students. Table 4.25 below has the findings.

**Table 4.25 Reasons for student repetition**

<table>
<thead>
<tr>
<th>Reasons for student repetition</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor performance</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Dropping and rejoining</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is shown from the table that 43.8% (7) of the respondents indicated that poor performance by the students leads to repetition whereas 37.5% (6) indicate that absenteeism leads to repetition. The remaining 18.8% (3) of the respondents reported that students repeat because of dropping and rejoining.

The study sought to determine from the class teachers, the reasons for repeating. Table 4.26 below has the findings.

**Table 4.26 Reasons for Repetition**

<table>
<thead>
<tr>
<th>Reasons for repetition</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>They dropped out of school for sometime</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>To improve on their performance</td>
<td>14</td>
<td>70.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The table shows that majority of the respondents represented by 70.0% (14) reported that students repeat in order to improve their performance and that 30.0% (6) of the respondents felt that repetition was due to the fact that the students had dropped out of school for some time. This implies use of extra resources to take students who repeat through school. This leads to inefficiency in use of educational resources.

4.3.9 Level at which there is highest repetition of students

The head teachers were asked to state the level at which there is highest repetition of students. Table 4.27 below has the findings.

Table 4.27 Level at which there is highest repetition of students

<table>
<thead>
<tr>
<th>Highest repetition level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 3</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is revealed that all the respondents reported that there is highest repetition of students in Form 3. This is a likely indication that school use repletion strategy by allowing only students who perform well to proceed to form four in order to register good results at KCSE. This consequently leads to low internal efficiency.

4.4 Performance of the Repeaters

The teachers were asked to state the performance of students who repeat a form. Table 4.28 has the findings.
Table 4.28 Performance of the Repeaters

<table>
<thead>
<tr>
<th>Performance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Average</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table discloses that 25.0% (5) of the respondents reported performance of repeaters is very good while 65.0% (13) of the respondents reported the performance of repeaters is good. However, 10.0% (2) of the respondents stated that performance of repeaters is poor. This implies that majority of students who repeat do well in performance.

4.4.1 Suggestions to solve repetition among students

The head teachers were required to state the suggestions on how to solve repetition problem in school and their responses are contained in Table 4.29.

Table 4.29 Suggestions to solve repetition among students

<table>
<thead>
<tr>
<th>Suggestions to solve repetition among students</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students to be encouraged through guidance and counseling</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Setting up performance target</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
It is instructive from the table that setting up performance target would help reduce repetition among students as suggested by 56.3% (9) of the respondents whereas 43.8% (7) of the respondents suggested that students should be encouraged through guidance and counseling in order to eradicate repetition.

4.5 Class Enrolment

The study sought to establish enrollment of students in Nyamache Division. Consequently the class teachers were requested to give enrolment of their classes the year the study was being undertaken. Table 4.30 has the findings.

Table 4.30 Class Enrolment

<table>
<thead>
<tr>
<th>Class Enrolment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 10 - 20</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Between 21 - 30</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Between 31 - 40</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>40 and above</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is revealed that 56.0% (11) of the respondents had 40 students and above while those who had between 31 – 40 students were only 5.0% (1). It is also shown that 30.0% (6) of the respondents reported their class consisted of between 21 -30 students while the remaining (10.0%) respondents had between 10 – 20 students in their class. This implies that some of the schools in Nyamache Division are under enrolled and this could be attributed to student drop out.
CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the study findings, conclusions, recommendations and suggestions for further research based on the analysis of data, is presented. There are four sections that are presented in this chapter. The first section presents a summary of the research findings, the second section deals with conclusion, the third contains recommendations and the fourth deals with suggestions for further research.

5.2 Summary of the Findings

5.2.1 General Information of the respondents

The study reveals that 54.0% of the students who participated in the study were male while the remaining 46.0% were females. The study further reveals that 68.8% of the head teachers were males while the remaining 31.3% were female. It was found out that majority (85.0%) of the teachers were males while the majority are females.

It is instructive from the study that a majority of the students represented by 75.0% were in Form three whereas 12.0% were in Form two. The remaining percentage (13.0%) of students were in form one. Responses from the head teachers reveal that majority (75.0%) of the respondents came from mixed schools while the rest were from day school. This implies majority of school in Nyamache Division are mixed schools and there is no single-sex school in the division. It was disclosed that 43.8% of the schools were established in 1970’s while 12.5% began in 1980’s. Further, it was shown that 25.0% the schools were established in 1990’s whereas the remaining
18.8% (3) of them began in 2000’s. From the study, it is disclosed that 85.0% of the class teachers were holding a B.E.D while a few (10.0%) had a M.Ed. The remaining 5.0% was a holder of certificate.

When the study sought to determine the class in which class teachers were representing, It was revealed that 30.0% of the respondents were class teachers in Form one whereas those who were in form two class teachers were 10.0%. Further, it was shown that 20.0% of the respondents were class teachers in form three while the remaining 40.0% of the respondents were from four class teachers.

5.2.2 Drop out of Students

One of the objectives of the study was to determine indicators of internal efficiency such as dropout rates and repeater rates. From the study, it was shown that 62.0% of the students agreed that they had friends or relatives who had dropped out. Findings from the head teachers disclosed that 62.5% of them stated that dropouts from their school were below 12 while 25.0% of the respondents indicated that 51 -100 students dropped out from their school. The remaining 12.5% of the respondents stated that above 100 students left school in the given period. Further, findings from the class teachers showed that 25.0% of the class teachers reported that none of the students dropped out in their class while 15.0% had 1 -2 drop outs. The proportions of respondents who had 3 – 4 and five and over dropouts were 16.0% and 50.0% respectively.
5.2.3 Reasons for dropping out

From the students’ analysis done, it was shown that 8.0% of the respondents stated that girls dropped out because of death of parents while 4.0% of the respondents reported boys drop out because of this reason. It was also shown that 32.0% of the respondents indicated both boys and girls drop out due to parents’ death, while majority (56.0%) of the respondents state neither boys nor girls drop out because of parents’ death. Regarding domestic work, it was reported by 15.0% of the respondents that girls dropped out to help with domestic work while 22.0% reported boys dropped out to help with domestic work. It is also shown that a few (4.0%) of the students indicated that both boys and girls drop out because of domestic work while majority (56.0%) reported that none of the students drop out because of domestic work. From the analyzed data, it was revealed that by 19.0% and 12.0% of the respondents reported that girls and boys respectively dropped out of school due to lack of fees. It was also shown that 46.0% and the remaining 23.0% of the respondents stated that both and none of the students respectively dropped out due to fees.

Peer influence was reported to cause drop out of girls as reported to cause drop out of girls as reported by 40% of the students and drop out of boys as reported by 23.0% of the respondents. Further, 34.0% of the respondents stated that both boys and girls dropped out due to peer influence whereas 39.0% of the respondents felt none of the students leave school because of peer influence. The study further disclosed that use of drugs would make girls and boys leave school. This was according to 4.0% and 40.0% of the students respectively. In addition, 19.0% of the respondents felt both boys and girls dropped out of school due to use of drugs. Difficulty in academic work would
make girls, boys and both of them to drop out of school as sated by 30.0%, 10.0% and 26.0% of the respondents respectively. However, 34.0% of the respondents felt none of the students would drop out because they found academic work too difficult.

The study shows that 13.0% and 26.0% of the students reported that sending away students due to disciplinary grounds caused girls and boys respectively to leave school. At the same time, it was shown that 19.0% of the respondents stated that both boys and girls would drop out after being sent away due to disciplinary grounds. However, 42.0% of the respondents reported that none of students would drop out because of disciplinary grounds. The table shows that majority (68.0%) of the respondents reported girls dropped out of school due to pregnancy while the remaining 32.0% reported that none of the girls drop out due to pregnancy.

It was also revealed from the table that majority (53.0%) of the students reported that girls dropped out to get married while a few (11.0%) respondents stated that boys drop out because of this issue. Further, the table reveals 21.0% of the respondents reported that both boys and girls dropped out because of marriage while the remaining 15.0 of the respondents felt that none of the students drop out because of marriage.

The study deemed necessary to establish reasons for students’ dropout from the head teachers. From the findings, pregnancy in girls was a reason for student dropout as reported by 31.3% of the respondents whereas 18.8% reported that permissiveness leads to dropout. Further, the study showed that 25.0% of the respondents and another
45.0% of them stated that lack of fees and poverty respectively lead to student drop-out.

When the class teachers were also asked to state the reasons for dropping out in their classes, it was disclosed that 25.0% of the respondents stated pregnancy leads to student drop out while 30.0% of the respondents reported that permissiveness leads to drop-out. The study further showed that 20.0% of the teachers reported that poverty leads to student drop out while 15.0% of the respondents reported that child labour makes students drop out of school.

5.2.4 Rejoining of School after drop-out

All the head teachers reported that students who dropped out of school joined school after some time while 60.0% of the class teachers agreed that those students who drop out, rejoin school and the remaining 40.0% did not agree.

5.2.5 Performance after rejoining school

The study was interested in finding out the performance of students after they had rejoined school. The head teachers’ responses disclosed that majority (56.3%) of them reported that the performance of students after rejoining school was average while 31.3% reported that the performance was poor. However, 12.5% of the head teachers reported that the performance was very poor.

The study deemed necessary to establish the performance from the teachers of those students who rejoin school and the findings showed that performance of such students
was good according to 10.0% of the respondents while majority (60.0%) of the respondents reported that performance was average. However, 30.0% of the respondents reported that performance was poor by students who rejoin school.

5.2.6 Level of dropping out

Responses from the students revealed that 24.0% and 22.0% of the respondents reported that girls and boys respectively dropped out in Form I. The study also showed that both girls and boys drop out in Form I according to 25.0% of the respondents while 29.0% of the respondents reported that none of the students drop out in Form I. A closer look at the findings showed that girls and boys dropped out in Form II as reported by 33.0% and 9.0% of the respondents respectively whereas 31.0% of the respondents reported that both girls and boys dropout in Form II. However, the remaining 27.0% of the respondents reported that none of the students drop out in Form II. A finding concerning dropping out From II showed that 18.0% of the respondents and another 13.0% of them indicated that girls and boys dropped out respectively in Form III. In addition, 31.0% of the respondents stated that both girls and boys drop out in Form III. Regarding Form IV, the study showed that 16.0% and 4.0% of the respondents reported that girls and boys respectively dropped out in Form IV while 5.0% of the respondents reported that both girls and boys drop out in Form IV. However, majority of the respondents represented by 75.0% stated that none of the students dropped out in Form IV.

When the head teachers were asked to state the level at which there was more prevalence of student dropout, it was found out that majority of the respondents
represented by 68.8% reported that at Form II did they experience more dropout while 31.3% indicated drop out was high at Form 3.

5.2.7 Suggestions to curb drop out at Secondary level

Concerning suggestions from the students to curb drop out, the study showed that 34.0% of the respondents suggested that girls should be allowed to join school after giving birth while 33.0% of the respondents suggested that teachers to be friendly to students. It was also suggested that the curriculum could be revised. This was suggested by 24.0% while the remaining 9.9% of the respondents suggested that fees removal would assist eradicate drop out. The headteachers’ findings showed that 43.8% of the respondents suggested that intensifying guidance and counseling in school and churches could solve the problem of drop out while 31.3% reported that government could assist needy students. It was further shown that 25.0% of the respondents reported that removal of extra levies/charges could help check on student drop-out.

The teachers too were asked to suggest possible ways of curbing drop out. From the analyzed data, it was shown that 45.0% of the respondents felt providing guidance and counseling to the students helps curb dropping out whereas 20.0% of them suggested the government should assist needy students in order to reduce drop outs. The study further showed that providing adequate learning materials helps reduce drop out while remaining 15.0% suggested that parental care in and out of schools is a possible strategy to curb school drop outs.
5.2.8 Repetition of Students

The study disclosed that a few of the students represented by 17% had persons who had repeated while the majority represented by 83.0% did not have any friend/relative who had repeated a form. When the teachers were asked whether or not there were repeaters in their school, it was disclosed that 55.0% of the respondents agreed that there were students who were repeaters in their class. However, 45.0% of the teachers reported absence of repeaters in their classes.

5.2.9 Reasons for Repeating

When the students were then asked to state reasons why the friends/relative repeated a form, it was found out that 32.0% of the respondents reported students repeated because of absenteeism while 21.0% stated that lack of fees make students repeat a class. The study further showed that pregnancy in girls accounts for their repetition in class as reported by 19.0% of the respondents while the remaining 17.0% respondents reported of repetition due to poor performance. Responses from the head teachers showed that 43.8% of the respondents indicated that poor performance by the students leads to repetition whereas 37.5% indicate that absenteeism leads to repetition. The remaining 18.8% of the respondents reported that students repeat because of dropping and rejoining. Findings from the class teachers showed that majority of the respondents represented by 70.0% reported that students repeated in order to improve their performance and that 30.0% of the respondents felt that repetition was due to the fact that the students had dropped out of school for some time.
5.2.10 Level at which there is highest repetition of students

The head teachers were asked to state the level at which there is highest repetition of students. It was revealed that all the respondents reported that there was highest repetition of students in Form 3.

5.3.0. Performance of the Repeaters

The teachers were asked to state the performance of students who repeat a form. The study disclosed that 25.0% of the respondents reported performance of repeaters was very good while 65.0% of the respondents reported the performance of repeaters was good. However, 10.0% of the respondents stated that performance of repeaters was poor.

5.3.1. Suggestions to solve repetition among students

The head teachers were required to state the suggestions on how to solve repetition problem in school. It is instructive from the findings that setting up performance target would help reduce repetition among students as suggested by 56.3% of the respondents whereas 43.8% of the respondents suggested that students should be encouraged through guidance and counseling in order to eradicate repetition.

5.3.2 Class Enrolment

The study sought to establish enrollment of students in Nyamache Division. Consequently the class teachers were requested to give enrolment of their classes the year the study was being undertaken. It is revealed that 56.0% of the respondents had 40 students and above while those who had between 31 – 40 students were only 5.0%.
It was also shown that 30.0% of the respondents reported their class consisted of between 21 -30 students while the remaining 10.0% respondents had between 10 – 20 students in their class.

5.4 Conclusion

There are a number of students who have ever dropped out of school in secondary schools in Nyamache division. The study reveals some low level of dropouts in some schools leading to high internal efficiency; however this efficiency is low in some schools which registered dropout above 100 students. It can be implied that in half of the schools in Nyamache Division, there at least five students who drop out of a class in one year. This translates to high wastage and therefore low internal efficiency.

From the analysis of reasons of drop out as reported by the students, it can be deduced that lack of fees and peer influence tend to make both boys and girls drop out of school. It can also be concluded that use of drugs is the most common reason why boys drop out of secondary school while pregnancy and early marriage are common factors that account for girls dropping out of school. From the head teachers responses, it can be concluded that majority of students who dropout of school are girls to pregnancy leading to low internal efficiency of school. It is therefore concluded that the existence of the above factors among the students would make them miss school and therefore lead to low internal efficiency.

There was generally rejoining into school by students who had dropped out. This implies that the students who rejoin school are likely to repeat a class, whiles those
who do not rejoin drop out completely of school system. This will eventually lead to low internal efficiency. It was clearly shown from the findings that none of the students who rejoin school would have good performance. This is likely to lower schools’ internal efficiency. After leaving school for sometime it is most likely to lead to repetition and dropping out completely of school system.

It can be implied that in secondary schools at Nyamache Division, there is drop out of students in all the forms. A closer scrutiny shows that most girls drop out in Form II while most boys drop out in Form one. All these lead to educational inefficiencies.

The study revealed some existence of repetition among students in Nyamache Division and such trends lead to inefficiency in school system. The study findings imply that most students repeat a form due to absenteeism. This leads to waste and low internal efficiency. Repetition implies use of extra resources to take students who repeat through school. This leads to inefficiency in use of educational resources. It can be concluded from the findings that there is use of repetition strategy in secondary schools in Nyamache Division to allow only students who perform well to proceed to form four in order to register good results at KCSE. This consequently leads to low internal efficiency. Concerning performance of repeaters, it can be concluded that that majority of students who repeat do well in performance. This implies that some of the schools in Nyamache Division are under enrolled and this could be attributed to student drop out.
5.5 Recommendations

Based on the findings of this study, the following recommendations are made:

i. That schools are encouraged to strengthen guidance and counseling departments by engaging qualified counselors to guide and counsel students on responsible behaviour to avoid school drop outs.

ii. That, the Government, parents, teachers and educational stakeholders to combine efforts in order to ensure that girls who leave school due to pregnancy rejoin schooling after giving birth.

iii. All head teachers should regularly be in-serviced on management of the schools to ensure they provide necessary support and guidance to the students to avoid repetition of the students in some classes.

5.6 Suggestions for Further Research

In an effort to fill up existing gaps, more gaps emerged that need to be filled. Therefore the researcher makes the following recommendations for further research.

i. A study can be conducted on effect of external factors on KCSE performance in the ‘same Division

ii. A study on the effect of head teachers’ management style on academic achievement of students can be done.

iii. A similar study could be carried out in different levels of education.
REFERENCES


Vernom F. Jones (1981) Responsible Classroom Discipline, Boston; Allyn and Bacon publishers.
APPENDIX A: TIME SCHEDULE

The activities in the field (i.e. in the selected schools) will allocate time which is enough to collect information and data required.

The work schedule of the study is as follows.

<table>
<thead>
<tr>
<th>ACTIVITY/EVENT</th>
<th>TIME ALLOCATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seeking permission from the schools selected.</td>
<td>June, 2012</td>
</tr>
<tr>
<td>2. Preparing questionnaires to be used.</td>
<td>June, 2012</td>
</tr>
<tr>
<td>4. Receiving and compiling data</td>
<td>July, 2012</td>
</tr>
<tr>
<td>5. Analyzing data collected from the selected school.</td>
<td>July, 2012</td>
</tr>
<tr>
<td>6. Interpreting data collected from the schools.</td>
<td>July/August 2012</td>
</tr>
<tr>
<td>7. Data presentation and report writing</td>
<td>August, 2012</td>
</tr>
</tbody>
</table>
APPENDIX B: BUDGET PROPOSAL FOR THE STUDY

The budget proposal for the study is the total money required to undertake the study within the as follows.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>AMOUNT (KSH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing and posting letters to heads of schools</td>
<td>1,300</td>
</tr>
<tr>
<td>2. Purchases</td>
<td>3,000</td>
</tr>
<tr>
<td>3. Transport expenses</td>
<td>6,200</td>
</tr>
<tr>
<td>4. Meals</td>
<td>2,500</td>
</tr>
<tr>
<td>5. Accommodation</td>
<td>3,500</td>
</tr>
<tr>
<td>6. Typing of questionnaires</td>
<td>2,000</td>
</tr>
<tr>
<td>7. Proof-reading and typing of research proposal and the report</td>
<td>3,500</td>
</tr>
<tr>
<td>8. Miscellaneous expenses</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>23,700</strong></td>
</tr>
</tbody>
</table>
APPENDIX C: CLASS TEACHER’S QUESTIONNAIRE

1. What is your sex? Male…………Female…………………..

2. What is your educational qualification?
   Diploma………………………………..
   BED……………………………………
   M.ED………………………………….
   Others (specify)………………………

3. In which class are you a class teacher?
   Form 1……………………………….
   Form II……………………………..
   Form III……………………………
   Form IV……………………………..

4. What is the enrollment in the class you are the class teacher?
   Below 10……………………………
   Between 10-20……………………..
   Between 21-30……………………..
   Between 31-40……………………..
   40 and above………………………

5. a) How many students have dropped out of your class this year (tick the most appropriate).
   None………………………………...
One to two……………………………
Three to four……………………………
Five and over……………………………

b). Are they seasonal dropouts
Yes……………No……………….

c). Why do they drop out?
Reasons
(i) Lack of school fees
(ii) Permissiveness
(iii) Child labour
(iv) Pregnancy
(v) Poverty
(vi) Lack of learning facilities.

d). Those who dropped out, do they rejoin?
Yes…………….. No……………….

e). If your answer is Yes in 5(d) above, what is their performance after rejoining?
(i) Excellent ………………………………..
(ii) V. good ………………………………..
(iii) Good …………………………………
(iv) Average ………………………………
(v) Poor …………………………………
(vi) V. poor ………………………………
6. What is the possible solution to curb the problem of drop out? Give at least three possible solutions.
   i. ........................................................................................................
   ii. ........................................................................................................
   iii. ........................................................................................................
   iv. ........................................................................................................
   v. ........................................................................................................

7. a). Do you have students who are repeaters in your class?
   Yes................................ No..............................................................

   b). If your answer in 7(a) above is yes, why did they repeat?
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

   c). What is the performance of the repeater?
   i. Excellent .................................................................
   ii. V. good .................................................................
   iii. Average .................................................................
   iv. Poor .................................................................
   v. V. poor .................................................................
APPENDIX D: STUDENTS’ PERCEPTION ON CAUSES OF DROPOUT AND REPETITION

Answer the questions below to the best of your knowledge. Your response will be confidential. Your name and that of your school should not be written anywhere in the questionnaire so as to ensure complete secrecy. Please tick (√) or comment as required.

1. Sex
   - male ( )
   - female ( )

2. Present form ________________

3. Do you have friends or relatives who have ever dropped out of school?
   - Yes ( )
   - No ( )

4. If yes. Why did they drop out? You can tick (√) more than one response

<table>
<thead>
<tr>
<th>Reason</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death of parents</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Help with domestic work</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Lack of fees</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Peer influence</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Use of drugs</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Found academic work too difficult</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Sent away due to disciplinary grounds</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Became pregnant</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Got married</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Any other (specify)</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>
5. At what form did your friend / relative drop out?

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Form 2</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Form 3</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Form 4</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

6. Do you have friends/relatives who have ever repeated a form

   Yes ( )       No ( )

7. If yes, why did they repeat? Give at least four reasons

   (i)

   (ii)

   (iii)

   (iv)

8. What solution(s) would you suggest to the problem of drop out at the Secondary level?

   Tick ( √ )

   i. Remove funds/ fees ( )

   ii. Allow girls to join school after giving birth ( )

   iii. Revision of curriculum ( )

   iv. Teachers to be friendly to students ( )

   v. Others (specify) ( )

Thank you.
APPENDIX E: TOTAL ENROLLMENT PROFORMA

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FORM 1</th>
<th>FORM 2</th>
<th>FORM 3</th>
<th>FORM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
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<td></td>
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</tr>
<tr>
<td>2003</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>E</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
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<td>2005</td>
<td>E</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: HEAD TEACHER’S QUESTIONNAIRE

Tick or comment where appropriate.

1. Sex  Male ( )  Female ( )

2. What is the nature of your school?
   Boys school only ( )
   Girls school only ( )
   Mixed school ( )
   Day school ( )
   Boarding school ( )

3. When was the school started? Year……………………………………

4. Please provide the total enrolment of your school as required in the table below.

Total Enrolment and Class 2002-2006.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM</td>
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<td></td>
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<td></td>
</tr>
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<td>4</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. Please provide the total number of students who repeated given classes in your school in the table below.
Total number of repeaters and Class 2002-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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</tr>
<tr>
<td>4</td>
<td></td>
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</tr>
</tbody>
</table>

6. How many students dropped out of your school between 2002 and 2006?

……………………………………………………………………………………

7. State at least four reasons which leads to repetition among students in your school
   i. .......................................................... ..........................
   ii. .......................................................... ..........................
   iii. .......................................................... ...........................
   iv. .......................................................... ...........................
   v. .......................................................... ...........................

8. In your opinion, what are the reasons for the student drop out from your school.
   i. .......................................................... ..........................
   ii. .......................................................... ..........................
   iii. .......................................................... ..........................
   iv. .......................................................... ..........................
   v. .......................................................... ..........................
9. In your opinion, what solutions could you suggest to solve the problem of drop out among students in your school?
   a. ........................................................................................................
   b. ........................................................................................................
   c. ........................................................................................................
   d. ........................................................................................................
   e. ........................................................................................................

10. What solution would you give to the problem of repetition among students in your school?
    ........................................................................................................
    ........................................................................................................
    ........................................................................................................

11. Do the students who drop out of your school return to school after sometime?
    Tick. √
    Yes ( )       No ( )

12. If Yes in II above, what is the performance when the drop outs rejoin school?
   i. Excellent ............................................................
   ii. V. good ............................................................
   iii. Good ............................................................
   iv. Average ............................................................
   v. Poor ............................................................
   vi. V. Poor ............................................................
13. At what level is the drop out more prevalent for students? Tick √

Form 1 (          )
Form 2 (          )
Form 3 (          )
Form 4 (          )

14. At what level is repetition highest for students?

Form 1 (          )
Form 2 (          )
Form 3 (          )
Form 4 (          )
APPENDIX G: INTERVIEW SCHEDULE FOR DEO/AEO’S

1. Sex Male ( ) Female ( )

2. What is your level of education?
   Primary
   Secondary
   Diploma
   BA/BED

   Others (specify)………………………………

3. How long have you been an AEO/DEO
   Less than a year ( )
   1-3 years ( )
   4-7 years ( )
   More than 7 years ( )

4. What is the performance of your Division/ District in National Examinations for the last five years?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>POSITION</th>
<th>OUT OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Why this kind of performance? Give at least four reasons.

i. ........................................................................................................

ii. ..................................................................................................

iii. .................................................................................................

iv. .................................................................................................

v. .................................................................................................

6. a) Do you have repeaters and drop outs in your district/ division?

   Yes (    )                    No (     )

b) If Yes in 6(a) above, at what form do students repeat or drop out most?

<table>
<thead>
<tr>
<th>Form</th>
<th>Repetition</th>
<th>Drop-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What are the main reasons for repeating?

i. ........................................................................................................

ii. ..................................................................................................

iii. .................................................................................................

iv. .................................................................................................

v. .................................................................................................
8. a) Suggest at least five solutions to the repetition problem.
   i. .................................................................................................
   ii. .................................................................................................
   iii. .................................................................................................
   iv. .................................................................................................
   v. .................................................................................................

b) Suggest at least five solutions to the problem of drop out.
   i. .................................................................................................
   ii. .................................................................................................
   iii. .................................................................................................
   iv. .................................................................................................
   v. .................................................................................................