TEACHERS' PERCEPTIONS OF THE RELATIONSHIP BETWEEN PARENTAL SUPPORT AND LEARNER CHARACTERISTICS, AND INTERNAL EFFICIENCY OF PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA

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A Thesis Submitted to the Board of Postgraduate Studies in Partial Fulfillment of the Requirements for Award of the Degree of Doctor of Philosophy in Educational Management of Egerton University

EGERTON UNIVERSITY

May, 2018

DECLARATION AND RECOMMENDATION

DECLARATION

This thesis is my original work and has not been presented for a Degree, Diploma or other awards in this or any other university.

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RECOMMENDATION

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DEDICATION

This work is dedicated to my children: Enock, Fredrick, Ian and Gloria.

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ABSTRACT

Education plays a critical role in promoting economic, social, cultural and political development of individuals, communities, nations and humanity. The Government of Kenya has, consequently, been allocating substantial resources to the education sector. The Government has been paying tuition fees in all public secondary schools since 2008. Despite these efforts by the Government, there is notable wastage in secondary school education sector. Wastage affects internal efficiency of schools. Factors affecting internal efficiency are Government policy, socio-economic status of parents, cultural factors, school related factors, home related factors, parental support and learner characteristics. This study focused on relationship between parental support and learner characteristics on internal efficiency as perceived by teachers. In particular, the study sought to establish the teachers' perceptions of the relationship between parental support and learner characteristics on internal efficiency in public secondary schools in Bungoma County. The scope of parental support was parents' attitudes towards education of their children and their involvement in school affairs. Learners' characteristics under the study were discipline, learners' academic performance and gender. Internal efficiency indicators in this study were dropout, repetition, progression and completion. A descriptive survey design was used. The sampling units were public secondary schools in the County. There were 130 public secondary schools in the County. The population was 130 head teachers and 1140 teachers. Stratified random sampling was used to sample schools while purposive sampling was used to sample head teachers and class teachers in the sampled schools. A sample of 97 head teachers and 388 class teachers were drawn from the population. A questionnaire was used to gather data from head teachers and class teachers. Students' record schedule was used to gather data from admission registers, attendance registers, disciplinary records and Kenya Certificate of Secondary Examinations print outs. The questionnaire and students' record schedule were validated by constructing relevant items based on objectives and reviewed by four lecturers in the Faculty of Education and Community Studies, Egerton University. The lecturers' comments were incorporated in the final questionnaire and schedule to enhance validity. A reliability coefficient of the questionnaire was calculated and found to be 0.83 Cronbach alpha. Both descriptive and inferential statistics were used to analyze data. Descriptive statistics used were frequencies and percentages. Inferential statistics used was Chi-square. The major findings of the study were that public schools in Bungoma County were experiencing internal inefficiency due to lack of school fees, pregnancy and disciplinary issues which are attributable to parental support and learner characteristics. The study also established that parental role in guidance and counseling of learners, paying school fees and getting involved in class conferences are critical in enhancing internal efficiency of public secondary schools. The major conclusion is that substantive number of learners is not completing secondary school education, an indication that schools are not efficient. The study recommends that schools should establish guidance and counseling units staffed with professionals and parents should be encouraged to actively participate in school affairs in order to enhance school efficiency.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BERC	Basic Education Research Centre
BOM	Board of Management
CBF	Constituency Bursary Fund
CCEA	Commonwealth Council for Educational Administration
CREATE	Consortium for Research on Education, Access, Transition and Equity
EDSAC	Education Sector Adjustment Credit
EFA	Education for All
GDP	Gross Domestic Product
HIV	Human Immune Virus
IMF	International Monetary Fund
IIEP	International Institute of Educational Planning
INSET	In-service Training
IPAR	Institute Policy Analysis and Research
JICA	Japanese International Cooperation Agency
KCSE	Kenya Certificate of Secondary Education
KESI /KEMI	Kenya Education Staff Institute/ Kenya Education Management Institute
KESSP	Kenya Education Sector Support Programme
KIPPRA	Kenya Institute of Public Policy Research and Analysis
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
PTA	Parents Teachers Association
ROK	Republic of Kenya
SAPs	Structural Adjustment Programmes
SDGs	Sustainable Development Goals
SES	Social Economic Status
SSA	Sub Sahara Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
UNO	United Nations Organization

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The provision of quality education is one of the most important responsibilities of all governments in the world because education contributes to improving people's lives and reducing poverty in many ways. These values ranges from helping people to become more productive and earn more, improvement in health and nutrition, growth and promotion of social development through strengthening social cohesion and giving people more capacities to maximize their potentials (Psacharopoulos and Patrinos, 2002). The provision of education to as many people as possible has thus been the focus of both individuals and governments in many countries.

In some countries, government finances education without having to construct schools. For example, in the Netherlands and Belgium, the government gives students vouchers which can be used in private schools while Chile gives vouchers to pupils studying at basic level (West,1996). In these cases, however, the government still retains the responsibility of maintaining the quality of education offered in schools.

West (1996) notes that in Pakistan, policy makers observe that girls from poor social economic background do not reside where there are public schools. In 1995, the Balochistan Education Fund started a pilot project by putting up schools in slums and rural areas where the girls are and it was made clear right from the beginning that parents and community had to attract suppliers of private education where potential levels of enrolment were viable. The urban fellowship would subsidize the cost of girls' education channeled directly to the schools. This led to an increase by 33% enrolment of girls in schools. In Lesotho, the government in collaboration with the church introduced selective vouchers for the poor and this saw many poor students accessing education (West, 1996). However, the World Bank (2003), indicates that despite the above efforts, in many low-income countries, education is characterized by low enrolment rates and low completion rates at the end of primary and secondary education cycle. The 1991 -2000 decade witnessed a renewal of commitment and effort to achieve accessibility to education. This commitment has been pursued against the background of international and regional human rights documents emphasizing the right to education. The international community renewed that commitment at the historic world conference on education for all held in Jomtien, Thailand in 1991 (Ministry of Education,

Science and Technology, 2001). The Conference gave the impetus for the development and pursuit of education for all.

The Universal Declaration of Human Rights in 1948 by the United Nations Organization identifies education as a basic human right (Ministry of Education, Science and Technology 2001). Kenya subscribes to this declaration. The country is also a signatory to the international protocol that established Education for All agenda in Jomtien, Thailand, 1990. Consequently, Kenya is committed to: Elimination of poverty as a hindrance to educational development, promotion of human rights through provision of Education and attainment of sustainable development by the provision of quality basic education for all (Republic of Kenya (R.o.K, 1998; 2003).

In the quest to provide Education for majority of its citizens, Kenya has put in place strategies to ensure increase in secondary school enrolment since independence in 1963, despite the setbacks. For instance, for a period of 18 years, that is, 1985-2002, enrolment at the secondary school level had been increasing except for 1989-1993 and 1998-2000 (Achoka, 2007). These strategies include provision of free primary education, subsidized secondary education and provision of bursaries to needy students. Similarly, the budgetary allocation to education has been substantial amounting to 31% of the total government expenditure (Ministry of Education (MoE), 2008). It is projected that the budget for education by 2018 will be 32% of the government spending (Kenya National Bureau of Statistics 2016).

The secondary school education is recognized as the spring board to tertiary education and training. It is critical in every country for a number of reasons. First and foremost, it is central to development because it provides insights, skills and competencies that are needed for economic growth and national development. Secondly, it is at this level that learners consolidate their basic knowledge gained in primary school and acquire the common culture that will allow them to be useful citizens in a peaceful society. For this matter therefore, it is a significant juncture in the national and educational development.

According to R.o.K. (2003) some of the objectives of the secondary school education are to:

i) Promote experience and growth of the whole person through integrated development of mental, physical and emotional attributes and abilities.
ii) Promote communication skills, numeracy, scientific concepts and skills.
iii) Promote social equity through provision of education to all Kenyans including those from disadvantaged communities and households, girl-child and the handicapped.

In the quest for these goals however, the secondary school cycle in Kenya faces some challenges. Among them are, low transition rates between primary and secondary schools and high dropout rates (R.o.K., 1998; 2003). In addition, it is noted that some of the factors contributing to dropouts from secondary school education include early girl-child marriages, inability to pay school fees due to poverty, hazards of HIV/AIDS pandemic; violence and drug abuse (R.o.K., 2003; Achoka, 2006; 2007). The dropout rates are shown in Table 1

Table 1:
Dropout rates by gender during 1992 to 2002

Year	1992/ 1995		1993/ 1996		1994/ 1997		1995/ 1998		1996/ 1999		1997/ 2000		1998/ 2001		1999/ 2002	
Gender	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
%	30	30	10	10	10	10	10	20	20	20	10	50	30	10	10	10

Source: Ministry of Education, (2003:38)

An analysis carried out by Achoka (2007), on eight cohorts between 1992 and 2002 established that dropout rates for the ten cohorts ranged between 10 and 50%. The highest dropout rate for the girls was 50% in the 1997-2000 cohort while that of the boys was 30% in the 1992-1995 and 1998-2001 cohorts. Most importantly, for every cohort, 50% of the girls dropped out. Similarly, 30% of boys enrolled in 1992/95 and 1998/01 dropped out. The author also observed that on average, dropout rates for boys was 17% while for the girls was 21%. The statistical analysis in Table 1 shows that every cohort in Kenya within the period considered 1992-2002, had dropout rates. Emerging from this fact is a crucial question, where do the girls and boys who drop out of these cohorts go? And what do they do wherever they go?

From the data in the table 1, it is clear that as a nation, Kenya incurs a loss through drop out in educational sector. The drop out signifies unfulfilled aims, goals and objectives for the individual, community and nation as a whole. For instance, for any dropout at the secondary school level, the country looses potential work force. Therefore, in Kenya, all stakeholders must ponder over some of the specific factors that may be contributing to high rates in secondary school dropout.

Dropout rates in schools do affect completion rates in secondary schools in Kenya. Completion rates are shown in Table 2

Table 2:
Completion rates by gender during 1992 to 2002

Year	1992/ 1995		1993/ 1996		1994/ 1997		1995/ 1998		1996/ 1999		1997/ 2000		1998/ 2001		1999/ 2002	
Gender	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
%	70	70	90	90	90	90	90	80	80	80	90	50	70	90	90	90

Source: Ministry of Education (2003:39) B means boys while G, girls

The analysis in Table 2 reveals that completion rates ranged between 70 and 100%. Very high completion rates of 90-100% could be due to repeaters in Form 3 and Form 4 which is a common occurrence in some parts of Kenya. The average completion rate for the boys is 87% while for the girls is 81%.

A study conducted in Bumula Sub County in Bungoma County by Passy in 2013 revealed a high rate of dropout in the County as shown in Table 3

Table 3:
Dropout rates by gender in Bumula Sub County in Bungoma County

Year		**2011**	**2012**	**2013**
Gender	**Girls**	48.15	48.98	52.20
	Boys	24.41	23.11	21.70
	Average	**36.13**	**36.05**	**36.95**

Source: Journal of Education Policy and Entrepreneurial Research (2013:18)

Data in Table 3 shows that on average dropout rate in the Sub County is 36.28%. This is higher than the National dropout rates as shown in Table 4

Table 4:
National dropout rates in Kenya

Year	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Dropout Rates	85.2	70.2	80.4	86.1	81.7	76.4

Source: UNICEF (2014: 10) Basic education statistical booklet

Data on Table 4 shows that the national dropout rates are lower than those of Bungoma County, hence, a justification for a study to be carried out in the County to establish the levels of internal efficiency and the factors responsible for the inefficiencies.

United Nations Children Education Fund (UNICEF, 2009), shows that 36 million children of primary school age in Africa are out of school and that 1.5 million are in Kenya, an indication that Kenya did not achieve the objective of providing basic education to all children by 2015 as stated in the Millennium Development Goals. The report further states that by 2015, nine hundred thousand children will be out of school due to poverty, early girl-child marriages, hazards of HIV/AIDS pandemic, violence and drug abuse unless effective strategies are put in place to retain them in schools. However, UNICEF (2014) posits that by 2014 one million children were out of school in Kenya an indication that Kenya still has a problem retaining all children in school.

UNICEF (2009) avers that Kenya has a large percentage of children of primary and secondary going age. Out of this population, 58% is under the age of 18; making it imperative for more investment in primary education. However, transition rates have been low as shown in Table 5.

Table 5:
Transition rates during1999 to 2006

Year	1999	2000	2001	2002	2003	2004	2005	2006
Rates (%)	46.1	43.3	46.5	43.6	46.5	50.5	51.2	55.4

Source: Ministry of Education (2006:67)

From Table 4 it is clear that the transition rate from primary to secondary is low given that in the period between 1999 and 2006, the transition rates were only 50% on average. This scenario however changed in 2008/2009 due to introduction and implementation of Tuition Free Secondary Education as shown in Table 6.

Table 6:
Transition rates during 2011 to 2015

Year	2011	2012	2013	2014	2015
Rates (%)	69.4	68.4	76.8	80.4	82.3

Source: Kenya National Bureau of Statistics (2016:41)

The increase in enrolment rates is attributable to the introduction and implementation of tuition free secondary education though in some areas like former North Eastern province; the transition rate is only 19.4%. These statistics shows that as a country we still have a problem that needs to be addressed to enhance transition rates.

Ministry of Education, Science and Technology (MoEST, 2005), notes that on average; the completion rate in Kenya is 70%. It also states that the dropout in secondary school level stands at 30%. The implication of this is that the long term objective of the government to provide every Kenyan child with basic quality education and training by the year 2015 may not be realized. Similarly the universal access to basic education and training that ensures equitable access to education and training for all children, including disadvantaged and vulnerable groups may not be realized. In addition, basic education as a basic human right is not accessible to 30% of the eligible students. This will continue to have adverse effects on the provision of education; hence it must be addressed in order to alleviate the potential negative effects.

In its part, the Kenya Government has been increasing its national budgetary allocation to 27.1 billion more from Ksh 284.2 billion in the 2014/2015 financial year. Out of this Ksh 32.7 was set aside for tuition free secondary education, Sh. 13.8 billion for free primary education, Ksh. 53.9 billion for university education, Ksh. 181.1 billion for TSC and Ksh.17.58 billion for the lap top program. It is projected that the budget for education by 2018 will be 32% of the Government spending (Kenya National Bureau of Statistics, 2016)

Despite the Government's effort of introduction of Tuition Free Secondary Education and increasing its budgetary allocation to the sector to enhance efficiency of public secondary schools in Kenya, MOE (2009) notes that 27% of those who enroll in form one do not complete form four. The same source avers that the average national repetition rate is 1.7 percent. This indicates that, apart from costs, there are other factors influencing internal

efficiency of public secondary schools in Kenya. Wade (2004) and Pelt (2009), note that when social economic status of parents is controlled for, parental support and students' characteristics are the only variables with an appreciable impact on internal efficiency of schools and on secondary school students' education attainment. Grissmar, Nataragi, Berends and Williamson (1994), note that another significant family factor that influences student's academic performance is the level of education of the parents. This implies that a more educated parent is likely to show concern in the academic activities of his or her child and consequently team up with school management to accomplish the performance goal.

Pelt, (2009) and Holford, (2010) observe that parental support is vital in the area of moral, psychological and basic necessities of the child's behavior. R.o.K. (1999), posit that parental contribution in areas of fees, teaching materials, uniforms and labour has been vital for the expansion of education in Kenya. Similarly, Koross (2006), avers that parental support in funding of education, disciplining of students, student counseling, academic progress of students and motivation of teachers results in reduction of strikes, pregnancies, suspension and absenteeism that impacts negatively on internal efficiency of secondary schools.

Macneil and Patin (2005), indicate that when learners realize that their parents are interested in what is happening in school, they are more likely to show greater interest in studies and therefore lead to higher attainment of performance. Parental support would include timely meeting their financial obligations at school, sharing in counseling of the child, participating in management issues while also attending school functions or conferences, hence being good role models (Pelt, 2009; Kweyu, 2009; Holford, 2010). This is likely to influence learners' characteristics that influence dropout, repetition, and absenteeism and completion rates in public secondary schools in Kenya.

Policy documents by the Kenya government, including the sessional paper No.1 of 2005 on Policy Framework for Education, Training and Research, indicate a target transition rate of 70% from primary to secondary schools by 2008, and with doubling of enrolments by 2010 and tripling by 2015. Such an ambitious target can only be met by finding out the effects of various factors that lower internal efficiency i.e. dropouts and repetition and devising appropriate mechanisms for minimizing them. Hence, the current study sought to establish the teachers' perceptions of the relationship between parental support and learners' characteristics on one hand and internal efficiency of public secondary schools in Bungoma County.

1.2 Statement of the Problem

The Government of Kenya has shown substantial commitment to provide education to all Kenyans through the expenditure it allocates to the education sector. Despite the allocation, there are notable proportions of dropouts and repetition in secondary schools which impact negatively on transition and completion rates. This amounts to non optimal utilization of resources and partial wastage of the scarce national resources since the dropouts and repetition represents unrealized investment goals. This study therefore, sought to establish teachers' perceptions on the relationship between parental support and learner characteristics, and internal efficiency of public secondary schools in Bungoma County.

1.3 The Purpose of the Study

The purpose of this study was to establish the teachers' perceptions on the relationship between parental support and learner characteristics on one hand and internal efficiency of public secondary schools in Bungoma County.

1.4 Objectives of the Study

The objectives of the study were:

i. To determine the level of internal efficiency of public secondary schools in Bungoma County
ii. To determine the relationship between teachers' perceptions of parental attitudes towards education of children and internal efficiency of public secondary schools in Bungoma County
iii. To establish the relationship between teachers' perceptions of parental involvement in school affairs and internal efficiency of public secondary schools in Bungoma County
iv. To determine the relationship between teachers' perceptions of learners' level of discipline and internal efficiency of public secondary schools in Bungoma County
v. To determine the relationship between teachers' perceptions of learners' academic performance and internal efficiency of public secondary schools in Bungoma County
vi. To establish the relationship between teachers' perceptions of learners' gender and internal efficiency of public secondary schools in Bungoma County

1.5 Research Hypotheses

The hypotheses of the study were:

Ho_1: There is no statistically significant relationship between teachers' perceptions of parental attitude towards the education of their children and internal efficiency of public secondary schools in Bungoma County.

Ho_2: There is no statistically significant relationship between teachers' perceptions of parental levels of involvement in school affairs and internal efficiency of public secondary schools in Bungoma County.

Ho_3: There is no statistically significant relationship between teachers' perceptions of learners' level of discipline and internal efficiency of public secondary schools in Bungoma County.

Ho_4: There is no statistically significant relationship between teachers' perceptions of learners' academic performance and internal efficiency of public secondary schools in Bungoma County.

Ho_5: Gender of learners has no statistically significant relationship with internal efficiency of public secondary schools in Bungoma County as perceived by teachers.

1.6 Significance of the Study

Internal efficiency is vital in ensuring that individuals and society get maximum returns from investment in education. It is therefore hoped that the findings of this study would influence policy guidelines to facilitate appropriate strategies for retaining students in secondary schools to enhance returns from investment in education.

This study provides empirical information on wastage in public secondary schools in Bungoma County and it is hoped that it would assist educational planners in effective planning for educational resources with minimum wastage. Parents, guardians and sponsors are likely to benefit from the findings of this study because they may comprehend the factors leading to wastage and their roles in mitigating the effects of those factors. This is likely to inform appropriate policy guidelines on the roles of parents in the education of their children and how effectively parents' roles can be implemented

It is also hoped that the findings from this study will contribute to the existing stock of knowledge on the teachers' perceptions on the relationship between parental support and learner characteristics on one hand and internal efficiency of public secondary schools in Bungoma County.

1.7 Scope of the Study

The study was carried out in Bungoma County. The respondents were head teachers and class teachers of selected schools. The study focused on the teachers' perceptions of the relationship between parental support and learners characteristics and internal efficiency of public secondary schools in Bungoma County. The learners' characteristics that were studied were learners' discipline, their level of academic ability and gender. Parental support entails parental attitude towards education of their children and their involvement in school affairs in public secondary schools in Bungoma County. Internal efficiency covered dropout, repetition, progression and completion rates. The study also sought information on the causes of dropout and repletion in public secondary schools in Bungoma County. The study covered the 2005/2008, 2006/2009, 2007/2010, 2008/2011 and 2009/2012 cohorts.

1.8 Limitation of the Study

The study sought to establish teachers' perceptions of the relationship between parental support and learner characteristics and internal efficiency in public secondary schools in Bungoma County. The study was based on teachers' perceptions and thus generalizations of its findings, conclusions and recommendations should be made taking into consideration the attendant biases/weaknesses in perceptions rather than actuality. However, the effects of this limitation were minimized by selecting a large representative sample and formulating open ended questions for the respondents.

1.9 Assumptions of the Study

The following assumptions were made in the study

i. That head teachers and class teachers were aware of the required parental support to their children in school.
ii. That head teachers and teachers knew what was expected of students in terms of required level of students' discipline and necessary preparation that will enhance learners' academic performance that will enable learners to progress from the point of entry in form one to the point of exit in form four with little hindrance.

1.10 Definitions of Terms

The following are the definitions of key terms as they have been used in this study:

Absenteeism: Refers to irregular attendance of secondary school (Ncubo, 2004). In this study it refers to missing lesson for being out of school or classroom due to lack of fees, necessary stationeries and indiscipline.

Completion rates: This is the index that measures the population of learners in the final grade who were able to either proceed to the next level of education or enter the labour market (Chiuri and Kiumi, 2005) In this study it refers to the proportion of students who are able to do Kenya Certificate of Secondary education at the end of secondary education cycle.

Cost of education: Refers to direct and indirect expenses of education including school fees, cost of uniform, stationeries, opportunity costs and psychological costs (Pscharopoulos and Woodhall, 1985). In this study it refers to all expenses that parents incur to retain learners in school.

Dropout rate: Refers to the proportion of students who permanently leave school before completing a prescribed cycle or level (Chiuri and Kiumi, 2005). It also refers to the proportion of learners from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year (UNICEF, 2014). In this study it refers to the proportion of students who permanently leave school before completing form four or secondary education cycle

Internal Efficiency: The flows of students from the point of entry in form one to the point of exit on completion of form four. It is measured through the student flow analysis method (IIEP, 2000). In this study internal efficiency will be measured in terms of students who are promoted to the next grade in the subsequent year, those who repeat a grade, those who drop out of the secondary education cycle and those who complete secondary education cycle within the required period.

Learner's characteristics: These refer to learner's attributes that influences internal efficiency of schools. In this study it refers to learners discipline, learners' academic performance and gender.

Parent: One who begets, give birth to or nurtures and raises a child or one who is a care taker of a child (Wikipedia). In this study a parent refers to a biological father or mother or a guardian to a child who is in public secondary school.

Parental attitude: A predisposition or a tendency to respond positively or negatively towards an idea, object, person or situation and it influences an individual's choices as to what to and what not to do (Wikipedia). In this study it refers to parent's tendency to respond negatively or positively to the needs of his/her child to be in school. It was measured by parent's willingness to provide instructional materials, pay school fees, follow up a child's performance in school, attend meetings in school and contribute funds to school activities.

Parental involvement: Refers to the willingness and participation in school activities such as attending class conferences, prize giving functions, guidance and counseling and decision making in school.

Parental support: Refers to the willingness and ability of parent to pay school fees, monitor student's progress by visiting learners in school, getting involved in the management of school and providing other necessities required by the school and learner to enable him/her stay in school (Pelt, 2009). In this study parental support had two dimensions: Parental attitudes towards the education of their children and parental involvement in the affairs of the school

Progression rate: Refers to the proportion of students from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year (UNICEF, 2014). It also refers to the proportion of students who proceed to the higher grade in the subsequent year (Ncubo, 2004). In this study it refers to learners transiting from one class to the next class up to form four.

Repetition rate: Refers to the proportion of students in a grade, who for various reasons do not proceed to the next grade in the subsequent year (Eisemon, 1997). UNICEF (2014) defines repetition rates as the proportion of learners from a cohort enrolled in a given grade at a given school year who study in the year grade in the following year. Repetition constitutes inefficiency as repeaters occupy places which could have been taken up by other students, and use resources more than once before progressing. The same definition applied to this study.

Student discipline: Ability of a student to follow and live by the existing school rules and regulations in a secondary school setting. It means being able and willing to interpret the regulations to suit the circumstances that a student is going through at the time. It also means that aspect of dealing with student's unacceptable behavior (Kochar, 1978). It this study it refers to students adhering to the rules and regulations of the school.

Teachers' perceptions: This is the way in which teachers regard, understand and interpret something. In this study it is the way teachers regard, understand and interpret parental support and learners' characteristics on internal efficiency of public secondary schools.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of studies that have been carried out in the area of internal efficiency and factors influencing internal efficiency of public secondary schools. It describes the concept of internal efficiency, the role of the Government in the provision of education, the need for schools to operate efficiently, search for alternative ways of financing education, the impact of cost sharing and the Government safety nets. It also discusses the relationship between parental involvement in school affairs and internal efficiency, parental attitude and internal efficiency of public secondary schools, learner's characteristics and internal efficiency of public secondary schools, theoretical framework and the conceptual framework.

2.2 The Concept of Internal Efficiency in Education

Education provision absorbs considerable scarce resources that must be properly managed to benefit customers. Natarajan (1993) alludes to the fact that efficient management of resources is called for to achieve the stated goals within a stipulated time. This implies that quality of education is a function of the efficient management of education inputs. International Institute for Education Planning (IIEP, 1989), views efficiency as the optimal relationship between inputs and outputs. Efficiency is high when a given quantity of inputs yield maximum outputs. That is, all students who enroll in secondary school system should graduate within the stipulated minimum period and be able to not only fit into the society but positively contribute to its welfare.

Natarajan (1993) lists a number of indicators used to measure efficiency as pass rates, wastage rates, progression rates, number of eminent persons and innovations. Because this study concerned internal efficiency of schools, it analyzed such indicators as wastage through dropouts and repetition but left out those indicators not specifically directed at internal efficiency. Internal efficiency is defined by Mcmalon (1993) as the efficiency with which learning and other educational outcomes are produced in schools. Internal efficiency seeks to address concerns of wastage within the process. In this study wastage referred to dropout and repetition. Chiuri and Kiumi (2005) note that wastage is the worst form of inefficiency because when learners drop out of an educational system, resources already invested in them go to waste. Furthermore, grade repetition has adverse effects as it lowers schools' capacity to admit new students. Besides it creates overcrowded classroom environment and increases

opportunity costs to the individual and learner's family for it implies many years of foregone income since the affected learner will enter the labour market belatedly.

A related view of the concept of efficiency is upheld by Deming (1986) when he writes that inefficiency in a service organization raises prices to consumer and lowers his/her standard of living. The thrust of this study was on internal efficiency in public secondary schools in Bungoma County. The study on internal efficiency helps to use resources to best advantage and address inequalities. If the education system is inefficient, the price of education will be out of reach for most potential students and the quality of their lives and those of their community will be compromised.

In the view of Moyo and Mubengegwi (1995) in measuring access to schooling educational planners aim to get as many children to school as the policy stipulates, as well as knowing how many of the children at school complete all the educational cycles that they are meant to go through. In other words, they would like to know the retention capacity of the system for a cohort in the system. They also would like to know how wasteful the system is in terms of number of years students invest in school and the number of graduates that it produces. The use of numerical measurements for this analysis is supported by Mcmahon (1993) who argues that efficiency is best measured using quantitative indices. It can thus be concluded that internal efficiency is the degree to which wastage of educational resources is reduced through an improved school retention capacity and avoidance of rework that accrues from repetition and failure of students.

The internal efficiency of the school system is measured through the student flow analysis method, as explained in IIEP (2001). It analyses mainly three things that happen once a cohort enters the school cycle:

i. Students may be promoted to the next grade
ii. Students may repeat a grade
iii. Students may drop out of the school completely.

Grisay and Mahlck (1991), see efficiency of education as being dimensional, that is, the inputs, the process and the outputs. They stated that education efficiency refer to the formal efficiency characteristics which are based on the supply of inputs, and actual efficiency characteristics that focus on how effectively inputs are managed, no matter how scarce they are. They argue that it is possible to convert the limited resources into a quality product

through sound and efficient management. Thus, the critical issue is what is actually done with the available inputs. This study analyzed the internal efficiency of the school system to see what is done with the resources: parental support and learner characteristics and how these variables are related to internal efficiency of schools (dropout, repetition, progression and completion).

The bulk of educational work on planning has provided information on input requirement such as infrastructure and teachers as resources but very little have been provided in terms of learning processes and the outcomes. The internal efficiency indicators show what is going on in the process and aid decisions on improving provision of education (Ross & Mahlck, 1990). Measures used to measure internal efficiency are pupil grades, attendance figures, staying on rates, exclusion rates, teachers' qualification and pupil-teacher ratios (Hoy, Bayne-Jardine and Wood, 2000). One of the indicators of the quality of education is the internal efficiency of the school cycle, which is the optimum relationship between inputs and outputs. Here, the critical concern is that the maximum numbers of students who enter an education system or cycle complete it successfully within the prescribed period. Any failures and extended study period compromise efficiency (IIEP, 1989). Grisay and Mahlck (1991), subscribe to the view that the indicators of internal efficiency are repetition, dropout, promotion and transition rates. In Kenya, not all students who enroll in secondary school complete within the required period. Some drop out of school while others repeat grades. This study was designed to determine the proportion of learners who dropped out of schools and repeated grades. It was also designed to establish the factors influencing dropout and repetition as perceived by teachers.

Gatawa (1998), avers that while developing countries have done remarkably well in terms of extending education to an appreciably large percentage of their school going population, school performance as measured by dropout rates and examination results has not been encouraging. This view is shared by Bray, Clarke and Stephens (1986), who argue that no African country has attained universal secondary education despite concerted effort and heavy investment to do so and "quantitative differences are reinforced by the tendency of children to dropout at each stage". This observation is high in developing countries, among the poor and among girls due to high costs of education and neglect by authorities, parents and learners themselves. Wade (2004) and Pelt (2009) note that when social economic status of parents is controlled for, parental support and learner characteristics are the only variables with an appreciable impact on internal efficiency. Bray, Clarke and Stephens (1986), sees

high repetition rates, which are high among the low income groups and girls as another threat to issues of internal efficiency of the school system. Pupils who repeat grades complicate enrolment forecasts, teacher supply forecasts and the education budget. This study sought to establish the relationship between parental support and learner characteristics, and internal efficiency of public secondary schools in Bungoma County.

2.3 The Role of Government in Enhancing Internal Efficiency of Schools

World Bank (1984), describes education as a pervasive element that must be integrated horizontally and vertically in all development efforts. It further asserts that education is not only the main determinant for contributing to self-development but also a means of promoting social and political consciousness. Education plays the major role in human development through the process of empowering people to improve their wellbeing and to participate actively in national building (Nafula, 2002).

The provision of education to all is one of the most important duty of all governments in the world not only because it is noble but because education contributes to improving people's lives and reducing poverty in many ways including helping people to become more productive and earn more, improving health and nutrition, enriching lives directly and promoting social development through strengthening social cohesion and giving people more opportunities (Psacharopoulos and Patrinos, 2002). Consequently, the provision of education to as many people as possible has attracted enormous effort and concern throughout the world.

In some countries, the government finances education without having to construct schools, for example in the Netherlands and Belgium, the Governments in those countries give students vouchers which can be used in private schools. Chile gives vouchers to pupils studying at basic level. In these examples the Government retains firm control of education quality (West, 1996). In Argentina, Government public sector expenditure on education ranged from 45% in private primary sector and to 92% in secondary in 1975. The Government's total cost in private primary schools ranged between 30% and 96% in secondary schools (Pscharopoulos and Woodhall, 1985). All these strategies were meant to retain learners in school hence internal efficiency.

In Pakistan, policy makers observed that girls from poor social economic backgrounds did not reside where there were public schools. In 1995, the Balochistan Education Fund started a pilot project by taking the schools where the girls were: in slums and rural areas and the

government made it clear right from the beginning that parents and community had to attract suppliers of private education where potential levels of enrolment were viable. The urban fellowship would subsidize the cost of girls' education channeled directly to the schools. This led to an increase by 33% enrolment of girls. In Lesotho, the Government in collaboration with the church introduced selective vouchers for the poor. This saw many poor students access education (West, 1996). However, World Bank (2003), asserts that despite the above efforts, in many low-income countries, education is characterized by low rates of enrolment and low completion rates at the end of primary and secondary education cycle. In Kenya, dropout rates ranges between 17% and 30% per cohort while repetition ranges between 1.4 to 5%. This represents wastage of resources devoted to education. This study sought to establish factors influencing internal efficiency of schools with a view of recommending viable solutions. It was also designed to establish the role of parents and students in contributing to internal efficiency as perceived by teachers.

The 1990-2000 decade witnessed a renewal of commitment and effort to achieve accessibility to education. This commitment was pursued against the background of international and regional human rights documents emphasizing the right to education. The international community renewed that commitment at the historic world conference on education for all held in Jomtien Thailand in 1991 (MoEST, 2001). The conference energized the impetus towards the development and pursuit of education for all. In view of this, the Kenya Government, after independence heavily subsidized education to enable as many people as possible to access education (R.o.K, 1964). However, the poor economic performance of the 1970s and 1980s which saw the decline in Gross Domestic Product (GDP) from 6.6% to 5.2% and then to 4.1% in 1979 coupled with increasing demand from direct productive sectors like agriculture, made the Kenya government resources increasingly strained and forced it to cut back the share of the national budget that was being taken up by education (Olembo and Harnold, 1992).

In an effort to reverse the worsening economic growth rate, the Government together with her development partners- International Monetary Fund (IMF) and World Bank adopted Structural Adjustment Programmes (SAPs) through sessional paper No. 1 of 1986 on economic management for renewed growth (Ministry of Education Science and Technology (MoEST, 2001). The adoption of SAPs led to a cost sharing policy in education. The adoption of cost-sharing policy in education witnessed the return to communities and parents a substantial proportion of the financial responsibilities for schooling. As a result of this

policy paper, parents were required to cater for the development expenditure. They were responsible for erecting and maintaining physical infrastructure like classrooms, libraries and workshops. Similarly, through R.o.K (1988), the Government put more weight on parents by adding textbooks and supplementary readers, stationery, consumable materials, boarding and feeding costs. They were also to provide for tuition fee, activity fee and examination fee. On the other hand, the Government was to provide infrastructure in schools and pay teachers and other officers in education sector.

2.3.1 The impact of cost sharing policy on internal efficiency

Orodho (2002), notes that learners' enrolment in schools in absolute numbers has been increasing over the last 39 years since 1960. However, from 1988/99 fiscal year when cost sharing policy in education was introduced there was a considerable drop in enrolment. The greatest drop occurred between 1990 and 1993 when the enrolment rate dropped from 4.15% in 1990 to 0.69% in 1991. A further drop occurred between 1992 and 1993 when the enrolment rate dropped from 2.4% to 1.15%. These declines occurred during the time when cost sharing strategy in education was introduced during the 1988/89 fiscal year and further adjustments introduced in education in 1991/92 fiscal year through the Education Sector Adjustment Credit (EDSAC).

MoEST (2005-10), highlights the following as the impact of cost sharing policy:

i. Decline in access and enrolment to basic education
ii. Increased dropout and repetition
iii. Inadequate and lack of teaching-learning resources
iv. Poor quality of education offered
v. Limited investment in education

These indicate that internal efficiency of schools was negatively affected as there was an increase in dropout and repetition. This actually negated efforts to retain all learners in schools. It also shows that many parents in Kenya could not afford the increased cost of education. For instance, the 1997 Human Development Report indicates that the Gross primary enrolment figure had reduced by 2 percent between 1995 and 1997. According to 1997-2001 Development plans, only 27% of secondary school going age actually goes to school (R.o.K, 1998). MoEST (2001) shows that only 27% of secondary school age group proceeds to secondary school from primary school. This represents a primary transition rate of only 46%

UNICEF (2009) shows that 36 million children of primary school age are out of school and that 1.5 million are in Kenya, an indication that Kenya did not achieve the objective of universal basic education by the year 2015 as stated in the Millenium Development Goals. The report further stated that by 2015, nine hundred thousand children would be out of school due to poverty unless effective retention strategies are put in place. Kenya has put in place strategies to enhance internal efficiency of schools. These strategies include provision of free primary education, subsidized secondary education and provision of bursaries to needy students among others but still there are incidences of dropout and repetition. Wade (2004) and Pelt (2009) posit that when social economic status of parents is partially controlled for, parental support and learner characteristics are the only variables that have appreciable impact on internal efficiency. This study sought to establish teachers' perceptions of the relationship between parental support and learner characteristics and internal efficiency of public secondary schools in Bungoma County.

UNICEF (2009), notes that in Kenya, children from poor households are less than half as likely to proceed to form one as those from the richest 20 percent. The report further states that in Nairobi, slum residents have a 20 percent attendance points lower than other city children.

MoEST (2002), in asserting the rationale for investing in education as part of the strategy for poverty reduction, reiterates the self-authenticating reality that inadequate education is the most powerful determinants of poverty and that unequal access to education is strongly correlated to income inequality. Hence the study sought to establish the causes of dropout and repetition and find out strategies that would enable all children to complete school thereby enhancing internal efficiency of public secondary schools.

Many parents cannot take and sustain their children in schools due to prohibitive costs. It is due to this that the Kenya Government introduced safety nets to enhance internal efficiency among them provision of fee guidelines. However, a team from the Ministry of Education carried out a field study in 1997 to evaluate its effectiveness (success) and established that these fee guidelines are ignored by large numbers of teachers and their Board of Management and Parents Teachers Association who go ahead and charge what they feel is realistic (MOE, 1999). Orodho (2002), found out that the head teachers of secondary schools have imposed educational levies on a broad array of items including school development funds, watchman's fees, teachers' motivation fees and holiday tuition fees. All these have hiked the secondary

school costs making it difficult for parents to afford secondary education for their children. The net effect of this is high dropout and non-enrolment of some children in secondary education. From this field study, Orodho (2002) noted that some schools were charging fees ranging between Kshs. 21,170 and Kshs.34, 923 per annum. Such costs are prohibitive not only to poor families but also to medium income ones.

Another safety net that was initiated by the government was the provision of bursary funds to bright and deserving students. Kenya Education Staff Institute (KESI) (1997) currently known as Kenya Education Management Institute (KEMI) in identifying the objectives of the bursary funds asserts that the bursary project from the Ministry of Education, Science and Technology was and still aims at reaching the poor and disadvantaged groups especially girls and those that are socially and economically less endowed groups of the society.

According to KESI (1997), IPAR (2003) and Nduva (2004), introduction of bursaries as part of the safety nets, in cushioning the poor and other vulnerable categories against poor access to education, was a noble policy goal. However, the bursary scheme has not been effective and efficient in meeting its objective of enhancing internal efficiency as expected. Inadequate financing to provide for all eligible and deserving needy students; structural weaknesses in administration systems as evidenced by delays in disbursement, non-remittance of bursary funds to some schools; and delays in communicating the awards to beneficiaries, among other factors are noted as key challenges that have not been addressed (Odalo, 2000; Odebero, 2002). Consequently, learners from poor backgrounds continue to drop out from school hence affecting internal efficiency negatively.

Complaints raised against the foregoing style of bursary allocation, prompted the government of Kenya to introduce the Constituency Bursary Fund (CBF) in 2003. The Constituency Bursary Fund was established by the Government of Kenya, through an Act of Parliament. The CBF strategy was in line with the government's policy on devolution, decentralization of power and empowerment of local communities (Kimenyi, 2005). Under this new scheme, the central Government makes an annual budgetary allocation to each constituency (parliamentary jurisdiction). That is, the funds are channeled to schools through the Constituencies. The CBF mandates members of the community, through a committee of officials to select recipients of the fund. The rationale for this arrangement is that, members of the community know best those in their midst that deserve financial support.

Contrary to the high expectations about the CBF, complaints abound about its effectiveness in enhancing internal efficiency of schools. Onyango and Njue (2004), observe that the fund is not serving its purpose. They posit that, since the bursary fund is under the direct control of members of parliament, it has been transformed into a political instrument, thus compromising its effectiveness in the following number of ways; One, the parliamentarians give bursaries to friends and political supporters who are not necessarily needy. Two, the parliamentarians split the fund into tiny amounts so as to reach as many people as possible: thereby increasing the number of potential voters.

A study carried out by Kimani, Nekesa and Ndungu (2005), on the accountability and performance of the constituency bursary fund revealed that, only 15.7% of the respondents rated its accountability as good. Majority of the respondents expressed high levels of distrust in the CBF managers. According to Mwangi (2006), giving out money through the constituency is fraught with pitfalls. To him students who deserve never get the money because of political interference. He further observes that, the process of sending money from the central Government to the constituencies then to schools takes long. By the time students get the money, many would have been sent away from school or had spent a lot of time trying to look for it. This scenario is likely to impact negatively on internal efficiency of public secondary schools as many students would have dropped out or missed schools due to nonpayment of school fees

UNICEF (2009) notes that in Kenya, children from poor households are less than half as likely to proceed to form one as those from the rich 20 percent. The report further states that in Nairobi, slum residents have a 20 per cent attendance points lower than other city children. This situation made the Government of Kenya to introduce subsidized secondary education. World Bank (2003), states that after the abolition of school fees in primary education sector, enrolment shot up from 6.3 million to 7.5 million pupils, a gross enrolment of 115%. It would appear that user payments for basic education had clearly made education unaffordable to the majority of the poor in Kenya up to the year 2003. However, Fan and Williams (2010) asserts that access to public secondary schools and universities by the poor has remained elusive despite Government efforts to ensure equity in provision of education. He argues that despite tuition fee waiver in secondary schools, children from poor backgrounds have continued to be marginalized as some national schools charges are in excess of Kshs 60,000 annually. According to Kimu (2012) some of the students who were admitted to national schools from Nyanza province, Kenya could not report to schools that admitted them because of lack of

school fees. This means that many children from poor families perform well and are admitted to National schools but are locked out due to their inability to pay the high fees. The question that education stakeholders are asking is what happens to these pupils after completion of primary education? This poses the problem of how should education be provided.

The decline in secondary school enrolment and retention is caused by the following factors:

i. High cost of secondary education, which has led to 30% dropout rate
ii. High levels of poverty among many households
iii. Extra levies for private tuition, unfriendly school environment especially for children from poor households
iv. Negative effects of HIV/AIDS pandemic
v. Rising repetition rates
vi. Low expansion of public secondary schools in urban areas especially in Nairobi
vii. Secondary education has also been characterized by poor performance

In response, the Government of Kenya has put the following initiatives in place to improve access to, and quality of, secondary education:

i. The curriculum is being rationalized and revised with a view to reducing both the load on students and teachers and the consequent costs to government and parents
ii. The government continues to provide teachers to all public secondary schools.
iii. The MoEST, through KESI is strengthening the capacities of educational managers at this level
iv. The government has also reviewed staffing norms in order to ensure efficient utilization and equitable distribution of teachers.
v. The government is rehabilitating schools in poor communities in order to improve teaching and learning.
vi. Through SMASSE, a MOEST/JICA INSET programme, and other initiatives the government is in-serving teachers in various subjects as a measure to enhance subject mastery levels
vii. The government funding to the secondary bursary levels has been increased.

KNBS (2016) notes that the education sector continues to get the biggest share of the national budget each year as shown on Table 7.

Table 7:
National Government Expenditure on Social Services, 2011/12 – 2015/16

KSHS Million					
	2011/12	**2012/13**	**2013/14**	**2014/15**	**2015/16**
RECURRENT EXPENDITURE					
Ministry of education science and Tech	186,328.45	233,102.87	237,214.84	261,546.11	297,850.90
Ministry of Health	42,952.55	54,810.99	19,829.94	20,828.36	28,894.17
Ministry of labour social security & services	1,780.90	1,560.21	7,770.13	7,894.07	9,069.60
Prison department	13,494.00	15,146.80	13,376.73	16,059.64	17,601.54
Gender and social development	86.50	190.14	221.40	176.97	280.01
Ministry of sports, Culture & Arts	1,728.59	1,705.04	3.441.89	2,632.61	4,449.45
Youth development	5,980.57	6,410.33	3,539.57	702.52	1,202.66
Total	**252,352.56**	**312,926.38**	**285,394.49**	**309,840.28**	**359,348.33**
DEVELOPMENT EXPENDITURE					
Ministry of education science and Tech	21,131.64	27,019.50	13,997.76	22,618.78	21,574.34
Ministry of Health	20,245.77	21,217.03	14,373.83	18,007.88	29,639.20
Ministry of labour social security	746.89	1,080.80	4,364.20	6,062.58	14.797.71
Prison department	1,040.05	1,783.24	542.79	419.88	596.00
Gender and social development	346.01	210.21	135.38	209.84	606.08
Ministry of sports, Culture & Arts	441.70	571.70	901.30	1,172.56	2,260.47
Youth development	2,808.87	4,280.03	10,491.34	557.98	1,266.14
Total	**46,760.93**	**56.162.50**	**44.806.59**	**49.049.50**	**70.739.94**
Total expenditure	**299,112.49**	**369,088.89**	**330,201.07**	**358,889.78**	**430,088.27**

Source: Kenya National Bureau of Statistics (2016, P. 41)

Despite the above initiatives, MoEST (2005) notes that the secondary sub-sector continues to face challenges, particularly the low participation rates, unsatisfactory level of transition from primary to secondary and from secondary to tertiary levels as well as serious gender and regional disparities. The quality of secondary education also remains low. Policy documents, including the sessional paper No.1 of 2005 on Education Training and Research, indicate a target transition rate of 70% from primary to secondary schools by 2008, and with doubling of enrolments by 2010 and tripling by 2015. Such an ambitious target can only be met by devising an appropriate mechanism for enhancing internal efficiency of public secondary schools in Kenya. This study sought to establish the relationship between parental support and learner characteristics, and internal efficiency of public secondary schools in Bungoma County.

2.4 Relationship between Parental Support and Internal Efficiency

Education is the vehicle through which the society transmits its culture and talents to the youth (Kiumi, 2007). Ouston and Maughan (1985), concur that the learning process comprises of three interrelated levels: input, process and outcome. Whereas input might be as result of many variables, parental input (support) is prime in the area of moral, psychological and basic necessities of the child towards shaping of the child's life (Pelt, 2009, Holford, 2010). Indeed, Rose (1978) and Ngwiri (2008) contend that the parent is usually the first teacher of the child.

R.o.K (1999), posit that parental contribution in areas of fees, teaching materials, uniforms and labour has been vital for the expansion of education in Kenya. Parental participation can be enhanced by ensuring that demands on them are kept to the minimum and are related to improvement of the learning. Amounts of funds demanded as well as reasons for such demands should be worked out with the consensus of all parents through real democratized process and most important of all, ensure that parents' contribution are correctly utilized in ways that are clearly transparent and accountable.

R.o.K. (1976), emphasizes that parents should be involved in school life such as disciplining their children and general welfare. There has been a growing need for parents to get involved in various ways in the schools in which their children attend. According to Koross (2006), parents in most secondary schools in Kericho district have been involved to some extent in funding of education, disciplining of students, student counseling, academic progress of

students and motivation of teachers. This results in reduction of strikes, pregnancies, suspension and absenteeism that affects internal efficiency in public secondary schools.

In seeking to achieve the aim of successful secondary school management, Greenfield (1986) says that school leaders are essentially "value carriers" and that the kind of educational values they seek to reproduce in their leadership and management practices articulate with, and have consequences for the efficiency of education provided by the schools within which they work. To that extent, education stakeholders subscribe to the view that school improvement is not a technocratic science, but rather a process of seeking ever better ways of embodying particular schools. According to the MoEST (2001), it was recommended that secondary schools should organize appropriate talks for the parents on issues related to discipline of students. The schools could do this by facilitating a forum where parents may discuss their concerns about the school openly to inculcate a sense of ownership.

The parents who in this case take the form of Board of Management (BOM), Parents Teachers Association (PTA), or individual parents of children in secondary schools are basically organizations of the members of communities whose children go to particular secondary schools. These organizations comprise two important units in the eventual implementation of school programmes namely: the administration and teachers on one hand and the parents on the other. These organizations have roles and leadership behavior, which are manifested in the educational service that each provides.

Astone and McClanahan (1991), recognize that every group has two basic needs, which include seeking to operate as a group and accomplishing its goals. As a group, therefore, parents have to sustain cohesion in order to accomplish group goals, augment the government funds for the provision of learning facilities and create a favourable situation whereby staff, students and the school's administration advice is sought. The bottleneck in this endeavour results from dynamic changes and expression of the educational administrative structure which members must grapple with and establish good working relationship. The cooperation between the parents and the management is necessary for the attainment of educational goals. Through this cooperation the schools management would be able to attend fully to the learner's needs. The parents would also be informed about the school to solicit their full support. Indiscipline for instance could be remedied through the cooperation of the parents with the school management. This study sought to establish the relationship between parental support and learners characteristics and internal efficiency of public secondary schools.

Kochar (1978), agrees to the above assertion and explains that there is need for parents to conduct joint seminars or dialogues with the schools' management so as to get the root cause of indiscipline. In view of the foregoing statement it should be noted that dialogues or joint seminars is only possible when there is a healthy working relationship between the parents and the school management. Another critical point to note in the statement is that the two parties should not wait until there is indiscipline in a school before they meet. They could meet from time to time so as to discuss issues pertaining to the schools even when there is no crisis. Parents' involvement in areas of attending PTA meetings, participating in class conferences, motivating teachers and guiding and counseling learners should be a continuous process to enhance internal efficiency of schools. This study sought to establish the how teachers in Bungoma County perceive the involvement of parents in school affairs and whether the involvement has a relationship with internal efficiency of public secondary schools.

In recognition of the contribution made by parents through PTA and BOM in the management of secondary schools, Fishel and Ramirez (2005) asserts that parents have a moral obligation of ensuring the progress and success of their children by establishing a good parent-teacher relationship. He emphasizes that parents should realize their role in moulding their children's character and should teach them good morals. On the same note he argues that teachers have a role of being guardians and therefore they should be able to guide the students to be better citizens. From the foregoing it is clear that there is need for the school management to work closely with the parents in order to realize efficiency in management of schools. The cooperation between school management and parents will enhance internal efficiency of school.

R.o.K (1964) recommends that education is essentially a cooperative enterprise, which has historically involved the government and voluntary bodies entering the work of educational administration as partners. It should however be noted that for parents to be effective partners in the school administration, the government through the head teachers should educate them on their roles. They should also be educated on the benefits of the said partnership in improving education outcomes especially in secondary schools.

Kamunge (1988), supports the involvement of parents in the management of the school system and recommends that issues such as discipline and the general welfare of a school should be one of the roles of parents in an effort to improve management styles of various

institutions of learning. From this report, it should be noted that parents would only play their roles if they were educated on the same. Otherwise parents might be blamed for not playing their roles yet the truth is that some of them are ignorant.

Cooperation between parents and the schools' administration could also contribute to quick development and implementation of educational programmes especially as Kochar (1978), notes that parents should be made aware of all that goes on in the school by teaching about school, methods of discipline, methods of teaching and quality of teaching, the administrative devices, the nature of the school plant and the needs of the school for development and improvement. He further argues that this would make the teachers and the administration feel that parents are their allies and hence would entrust their skills and integrity in the school management. To accomplish this, continuous dialogue between the parents and the school administration should be cultivated in secondary schools. The results would not just be seen in the end of the term reports but also in increased provision of physical facilities that enhance internal efficiency and academic performance.

Ngeno (1986) notes that due to shortage of finances, there is no option but to encourage parents to make and view the school as their own property. He further states that the government has to devote 34% of the national budget to education alone. Conspicuous in these statements is the limitation of the government's ability to provide adequate education for all. Given the heavy responsibility that has been left to the parents, there should be specific roles that they need to play as outlined in the Kisumu District's circular to all secondary schools (1984). In this circular it was noted that parents;-

i. Have a duty to ensure that the learning situation is satisfactory with the creation of such physical facilities like classrooms, libraries, dining halls, laboratories and teachers' houses
ii. Have to tackle affairs pertaining to welfare of the teachers and pupils, which may interfere with proper learning for instance perpetual drunkenness and generally, drug abuse
iii. Have to ensure that parents with children in school pay school fees and
iv. Should establish development fund for whatever project to be initiated in the school, later to be handed to the BOGs, currently referred to as BOM for utilization and control.

Sullivan (1971), recommends that parents and the school administration could be brought together so as to effectively cater for the needs of the young children in a school environment. For this to happen the schools' management should help the parents to see for themselves that they are of value in the day to day affairs of a school. He further states that more often than not, most parents whether as a group or individuals have low self-esteem. In most cases the parents' opinions in matters of management of secondary schools are sought as a last resort and even when this is done their recommendations are not taken seriously. Parents through their representatives therefore need to be helped to realize their potential in getting involved in secondary school operations. Jacobson (1973) summarized this relationship and recommended that it should represent an important social contract, but for all parents, it offers an opportunity to become acquainted with their children's present and prospective teachers. The union or organization therefore can interpret what is being done, answer questions of concern to the parents and interpret the entire school system in a way that parents of all calibers will understand.

Parents through their representatives therefore, play a significant role in shaping of the child's basic pattern (Bandura, 1977, Kiumi, 2007, Holford, 2010), and must work in close cooperation with school management to realize the efficiency and effectiveness in schools. Studies done by Macneil and Patin (2005), indicate that when learners realize that their parents are interested in what is happening in school, they are more likely to show greater interest in studies and therefore regularly attend school. This leads to high retention rates hence internal efficiency. This therefore calls for closer partnership between the parent and the teacher to put their efforts together towards aiding the learner. Good parental support therefore would include meeting their financial obligations timely at school, sharing in counseling of the child, participating in management issues while also attending school functions or conferences, hence being good role models (Pelt, 2009, Kweyu, 2009, Holford, 2010). This study sought to establish how teachers perceive the roles of parents in the fore mentioned areas and its relationship with internal efficiency of public secondary schools in Bungoma County.

Keith, Reimers, Fehrmenn, Patterbaum and Aubry (1986), argues that the parent's activities while at home can be instrumental in shaping the child's learning activities, if emphasis is put on completion of homework and restricting too much television viewing. Challenges faced by both government and school managers namely principals; seem to indicate a sharp decline in attendance and retention rates, hence academic performance outcome of students due to

certain pertinent issues. These include overstretched school facilities, shortage of teachers leading to employment of BOM staff amidst financial base, overcrowding in school and diminishing parental and government support (R.o.K, 2006, K.I.E, 2010, Kirui 2010). Other challenges as perceived by principals includes many needy cases of orphaned students by HIV/AIDS pandemic, broken marriages and poor parents' economic background that hamper school management (MoEST, 2005, R.o.K, 2006, Melgosa,2008, Pelt, 2009). It has been noted therefore that successful implementation of school education programmes is predicted upon the increased support of the parents and communities in resource mobilization and decisions making (R.o.K, 2005, R.o.K, 2006). It is the principal's perception that the extent to which they succeed as school managers in implementation of school policies; may depend to a great extent on the parents' willingness to partner with the school effectively.

In a study conducted by Koross, Ngware and Sang (2009) on principal's perceptions on parental contribution in financial management in secondary schools, it was noted that parents were very supportive and willing to partner with school administration, Parents are indeed crucial agents of change and socialization at community and at school level and their support is crucial in education management (Gray and Steinberg, 1999).

Diverse perceptions have been given by parents, principals and education experts on the parental role in school, and the extent to which they (parents) should be involved in management issues. Whereas majority of parents and principals perceive the support of parents as prime (Kells, 1993, Baker, 1997, Ngidi and Owabe, 2006), others feel their boundaries of partnership and involvement are not clearly defined, neither are they embraced (Baker, 1997, Kim, 2004, Koross, Ngware and Sang, 2009). Parents however, should not keep away from school attention, but should strive to improve the school parents' relationship in order for learners to accomplish their goals (Laboke, 2007, Cotton and Wikelund, 2001). Parents should realize that their inputs are vital and that right inputs leads to right results (Baker, 2006).

Principal, Parents, teachers and other stakeholders including students tend to lay blame on various variables when schools fail to perform well in examinations. Some people tend to attribute low performance in examinations to poor entry mark and behavior of students. Other characteristics severally cited to explain dismal performance by learners include, inadequate facilities in schools, poor community relations and inadequate school support by parents (Nguyo, 2007). Adequate parental support to education management may lead to increased

internal efficiency and full realization of internal efficiency hence students' academic performance. This study sought to establish the relationship between parental support, learner characteristic and internal efficiency of public secondary schools in public secondary schools in Bungoma County.

Parent's socio-economic status (SES), needs to be mentioned; affects student's performance. For instance, low income bracket parents in most cases have been perceived by principals and educators to lack capacity to fully provide basic needs to their children and to pay fees promptly (Sarah, 1999, Bakhda, 2004, Koross et.al, 2009). This makes most students from economically poor family backgrounds to keep out of school as they go to fetch fees, thereby missing a lot of lessons due to persistent absence ((Altaf and Zeitlyn, 2010).

A study carried out in Ethiopia to find out explanations for dropping out of school, and subsequent non-performance in exams indicated lack of money as the main cause (Maeke, 2003). Indeed, parents in small upcoming schools are said to have a bigger burden of even recruiting staff both teaching and non teaching staff thereby affecting quality of service delivery to learners (Fishel and Ramirez 2005). Poor quality of service delivery will lead to dropout hence affect internal efficiency of schools. However, Wade (2004), and Pelt (2009), aver that when parents' level of income is controlled for, parental involvement and learner characteristics are the only variables with an appreciable positive impact on high school students' education attainment. The current study sought to establish teachers' perceptions of the relationship between parental support and learner characteristics on one hand and internal efficiency of public secondary schools in Bungoma County.

According to Grissmar, Nataragi, Berends and Williamson (1994), another significant family factor that has a relationship with student's attendance and academic performance is the level of education of parents. This implies that a more educated parent is likely to show concern in the academic activities of his or her child and consequently team up with school management to accomplish the performance goal. It should be the role of parents to encourage children to pursue education. However, it has also been perceived that teenage students who have more money, more access to transport, more leisure time and less supervision by parents tend to defy school rules (Pelt, 2009, Holford, 2010). This result is suspension and expulsion that impact negatively on internal efficiency of secondary schools.

Similarly, it has been noted that parental support in terms of significant cooperation with teachers is necessary if the students have to attain the desired performance standards to be

successful in schools (Wilson 2008). Parents through their representatives need to aid school managements in decision making process and supervise learning behavior patterns of their children (learners) in order to make them become an integral part of a successful institution (Fishel and Ramirez 2005). With guidance of parents, students can become vital in shared decision making processes, which they would own and increase desire for being in school and learning at school level (Short and Greer, 2002).

In a study conducted by Otieno (2008), in Gusii schools, with reference to performance in examinations through a general survey, it emerged that students whose attendance of school is regular do perform better in examinations than those whose attendance is not regular. The study further noted that those students whose school attendance was regular had a comparatively high level of support from parents, high sense of discipline, a good record of previous students' performance and competent school management. On the other hand, low performing schools, the survey further revealed, were characterized by inadequate teaching resources, students' absenteeism due to lack of fees and exodus of students, most of whom left big fees balances as they migrated from one school to another. All these factors underscore the fact that parental support is a critical variable in students' performance and stay in school.

Olatoye (2009) attests that from an international mathematics and science study done involving 15,000 schools carried out in 45 countries, there was positive significant relationship between education resources in the home environment and science achievement. Consequently, it has been noted that closeness of parents to the child (learner) tends to improve on discipline and moral values (MoE, 2008, Melgosa (2008).

Studies done by Syed and Naqvi (2006) support the view that the support of a mother is prime on the students' performance. A higher level of parental involvement in the child's' learning activities may lead to high academic outcomes. High academic performance, it should be noted enhances learners stay in school. However, other studies done along the same line and by the same scholars indicate that affluent parents impede students' performance while making schools' management tasks difficult due to giving of too much money to their children and pampering them (Pelt, 2009, Syed and Naqvi 2006). This has the implication that when students are given a lot of money, they may consume a lot of immoral films, alcohol or drugs. This ultimately makes parents to loose control of them as they become evasive and disorderly to school authorities, consequently putting challenges to management.

Parental participation in school management functions can greatly enhance smooth running of secondary school and performance in national examinations. Contrary to this however, most parents in the current development trend of educating their children seem to have declined in their parental roles even relegating the same to school staff whereas they are pivotal in the task (Epstein, 1996, Ngwiri, 2008; Wafula, 2008). The behavioral aspect of parental involvement as mentioned herein encompasses actual participation in school activities such as parental conferences and home based activities which may include helping and encouraging learners to undertake assignments. Cognitive intellectual involvement incorporates exposing the child to events such as role play, talent shows, public contests and positive group participation roles in order to maintain knowledge of the learners' academic situation and activities (Wade, 2004) It is perceived that students' performance goal can be achieved if parents take a lead role in engagement with the school management to facilitate the programme. This study sought to establish the teachers' perceptions on the relationship between of parental support and learner characteristics, and internal efficiency of public secondary schools in Bungoma County.

2.5 Parental Attitudes and School Internal Efficiency

Masibo and Kiragu (2007), note that it is the moral responsibility of parents to team up with school management in fighting retrogressive cultures such as early marriages and female genital mutilations that discourage students from smooth learning and attaining of their academic goals. In a survey done in Kericho District, it was noted that 1,200 girls leave school annually after the rite of passage as they are withdrawn from school to be married off. This creates endless battles between school managers and parents as school learning and performance goals are largely affected. It should be the prerogative of all parents to partner with school management to build more girls' boarding schools and to ensure girls enrolment, retention, completion, good performance and transition to high levels of learning (R.o.K, 2007). Most parents tend to favor boarding schools and specifically single sex schools in the belief that school managers would be able to address the issue of discipline adequately (Majid, 2005). Parents should avoid creating gender gaps by preferring boys more in education than girls. They should create a situation where girls' schools and accompanying female learning infrastructural resources are provided adequately. This can help to seal the gender gap, with adequate schools for both genders. Similarly, parents should not avoid teaching sex education to the learners as they grow up to educate them on general life skills (MoE, 2008, Pelt, 2009).

From a study done by World Health Organization (WHO) (2003), it emerged that weak parental support to girls' education has led to the girl child being disadvantaged hence lacking fair competition with boys in education. Indeed, the report avers that girls' education is strongly correlated with positive maternal health outcomes. However, there are high rates of illiteracy and low rate of school attendance among girls in some parts of the world. Parents should therefore engage with school management and particularly in rural areas to provide the necessary school structures and maintain them in a way that will accommodate both genders conveniently (Baker, 1997). Indeed it is perceived that principals who accommodate changes broaden ownership in the school by bringing on board parents, staff and community so that they are active partners in defining needs, missions, processes and outcomes (Gamage, 1996, Ngidi and Qwabe, 2006).

Holmes (2003) found out that overall; female learners receive less education that male learners and they tend to dropout, or are withdrawn earlier for both economic and social cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will accrue to their prenatal household. Similarly Kakuru (2003), Kasante, (2004) explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl is an escape route from poverty.

UNICEF (1994) points out that, Kenyan girls' chances of having secondary school education depend more than boys on the socio-economic development of their families. The report state that because fees are higher in secondary schools, many girls do not even attend Harambee secondary schools, and that dropout rates are high for girls even in Harambee secondary schools. Ndulu (2015), in asserting a case for the impact of poverty on a girl's secondary education observes that: "with a monthly income of less than 6000 for more than 70% of workers, it is difficult for most families to raise Kshs. 25000 requirements in fees annually particularly in secondary education''.

Consequently, when a family has to choose between educating a boy and a girl child, the latter is sacrificed as noted earlier. Obare (2004) notes that this happens even when the girl's National examination performance equals or is even better than that of the boy. Abagi (1994) documents that parents generally favour the education of their male children when confronted with limited opportunities and resources for provision of education. On the same note, Silver

(1984) points out that if it is inevitable that a child has to drop, girls become the victims. They are expected to perform the adult chores especially when a mother dies, fall sick or overworked"

Castle (1996) makes similar observations. He points out that from birth girls are regarded as intrinsically inferior to boys throughout childhood and adolescent. They are economically more expandable and where there exists the widespread belief that education is a purchasable commodity and it is a better investment in a boy than in a girl, the girl becomes the first offering to the family budget when cash is scarce. Kagia (1984), in his study argues that chances of girls dropping out of secondary school when compared to that of the boys is higher and identifies lack of financial support as one of the reasons. He further indicates that 71% of the dropouts come from low-income families while 29% come from high income families.

Odaga and Heneveld (1995) further note that parents worry about wasting money on the education of girls because they are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost. This therefore perpetuates parents discouraging the girl child from continuing with school. Findings with regard to the impact of parent's education on schooling of children show that the children of more educated parents are likely to be enrolled and more likely to progress further through school. According to Holmes (2003) the impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother's enhances the educational attainment of girls. Similarly other studies by Behrman et al (1999), and Swada and Lokshin, (2001), reported a consistently positive and significant coefficient of father's and mother's education at all levels of education except at secondary school level.

United Nations Children Education Fund (UNICEF, 1999), and Horn (1992), demonstrate that parental decisions do affect children retention. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school. Hence, this study sought to establish teachers' perceptions of the relationship between parental support, learner characteristics on one hand and internal efficiency of public secondary schools in Bungoma County.

2.6 Learners' Characteristics and Internal Efficiency of Schools

This study dealt with three variables that were used to measure learners' characteristics. The first one was learner discipline which is the ability of a student to follow and live by the existing rules and regulations in a secondary school setting. It dealt with disciplinary issues that could lead to expulsion from school, suspension and absenteeism. These disciplinary issues may lead to dropout and repetition thus impacting on internal efficiency of public secondary schools. These issues are class attendance, drug abuse, pregnancy, sneaking from school and participating in strikes.

The second variable is learner academic performance. Learners academic performance ranges from poor to excellent performance and this has a relationship with internal efficiency in the sense that learners whose academic performance is poor do repeat grades and some dropout of school hence impacting negatively on internal efficiency. In 2001, the national average for dropout rates was 7.8% and from this percentage there was 2.2% and 6.6% for boys and girls respectively.

The four years of secondary education are an important stage of physical, intellectual and psychological development when the youth matures into adult roles. As much as this is the situation, only 47% of those who complete primary education proceed to the secondary education while only 12% of this group proceeds to public universities and middle level colleges. From the 12% that proceeds to the university, 4% are girls while 8% are boys. This is an indication that wastage exist in all levels of education system in Kenya and therefore there is need to carry out research and possibly influence policy formulation in an attempt to curb dropout levels in secondary education.

Some of the causes of primary and secondary schools dropout include marriages, inability to pay school fees due to poverty, hazards of HIV/AIDS pandemic, violence and drug abuse (Achoka, 2007; R.o.K, 2003). In 2002, the overall dropout rate in Kenyan secondary schools was 6% for males and 17.9% for females. The access rate to universities in Kenya was 7%. This was because of many challenges ranging from limited space in universities, financial limitations and early marriages to low aspirations (MoEST, 2002). In the Kenya Education Sector Support Programme (2005) which is a publication of the Ministry of Education, the government outlines the policy framework to make education more accessible to all. The programme notes that wastage arising from dropout is a serious challenge that must be

addressed so as to ensure that resources in terms of time, energy, money and opportunity cost are not wasted.

Bray et al (2002) asserts that high dropout which is high among the low income groups and girls is another threat to issues of internal efficiency of the school system. Pupils who drop out from school complicate enrolment forecasts, teacher supply forecasts and erode the education budget. In addition resources already invested in them (learners) go to waste (Chiuri and Kiumi, 2005). The free tuition secondary education policy was adopted in Kenya to increase enrolment and retention. According to the Ministry of Education (2012), the overall sector objectives are to ensure equitable access, attendance, retention, attainment and achievement in education. The free tuition secondary education policy aims at making secondary school education completely free and preferably as part of the basic education as is the case of other countries such as Japan and United Kingdom (Arnot, 2010).

Gender parity is a problem worldwide. The girl child seems to be disadvantaged compared to the boy child, more so in developing countries. UNESCO, (2011) indicate that globally about 39 million girls of lower secondary age are currently not enrolled in either primary or secondary education, while two thirds of the world's 796 million illiterate adults are women. However UNICEF (2009) in its analysis revealed that boys enrolment rates were significantly lower than those of girls in Malaysia, Mongolia, the Philippines and Thailand. The reasons for this situation in the four countries were that boys are considered more independent, believed to be less interested in learning and have the potential to earn money while working. This means that boys are more likely to leave school than girls.

UNESCO (2010) in a study in Sub Saharan Africa indicated that between 1999 and 2007 the average net enrolment rate in primary school education had increased from 56% to 73% and also the population out of school had reduced by nearly 13 million from 1999 to 2007. Unfortunately 25% of the region's primary age children were still out of school which accounted for nearly 45% of the global out of school population.

Oketch and Rolleston (2007) found out that in East African countries efforts had been made to expand access to education ever since they gained independence from British colonial rule in 1960s. However, still there are those with no access, those who are excluded after initial entry, those at risk of dropping out and majority excluded from any form of secondary education. In Niger, secondary school enrolment ratio was less than 11% and 97% in Seychelles and South Africa. Gender bias was also noticed whereby the boys were given a

priority compared to the girls who were rarely given a chance by the parents (UNESCO, 2010).

A study carried out in Uganda by Takasha and Asankha (2011) concluded that when the free secondary education was started, it led to increased enrolments and the girls seemed to benefit more from the policy. Mulama (2002) reports that in Kenya about 1.9 million children of ages 5 -17 have not yet been able to access Free Primary Education because they are busy working. The central Bureau of Statistics estimate that 17.5% of the 1.9 million children are employed as domestic workers. More than a half of the children in Kenya i.e. 8.6 million out of 16 million live below poverty line. Under such circumstances, parents force their children into working including the domestic sector to supplement family income.

Studies carried out by World Bank (2005) on gender equity in secondary school education in Sub Saharan Africa show that 56% of children live in countries with gender disparities in primary enrolment ratios and it was not surprising that girls were generally disadvantaged. For instance, one in ten children were found living in countries where gender parity index for primary education is less than 0.85% indicating that for every 100 boys fewer than 85 girls were enrolled. It further indicated gender parity against girls is highest in Benin, Cote-Divoire, Ethiopia, Guinea, Mali and Togo with fewer than 60 girls per 100 boys entering secondary schools.

Gender disparity remains a great concern in secondary schools in Kenya despite the free education policies. For instance, the ratio of boys to girls who sat for KCSE in 2009 was 55:45 Countrywide. The areas most affected were Nyanza province and North Eastern province where the ratio of boys to girls was 70:30. Ng'eno, Simatwa and Ayodo (2014) note that in 2006, for every 100 boys there were 61 girls and in 2007 there were 62 girls for every 100 boys. They found out that the factors that influenced gender parity indices include discrimination against the girl child, school fees and levies, child labour, poverty, indiscipline, early marriages, pregnancies, peer pressure, poor performance in class work and motorbike transport business.

In an account for the gender disparity in schools, Nyanzi (2001), put forward that marriage, pregnancy and sickness are major causes of dropout among the girl child while amongst the boys, they include; jobs, lack of interest, dismissal and fees. Altaf and Zeitlyn (2010) notes that there are cultural notions around adulthood and age which may in some circumstances affect access to schooling. Rites of passage ceremonies, marking the move from childhood to

adulthood can increase absenteeism and potential dropout. There is a link between age and dropout of girls, for example, when girls start to menstruate or reach puberty they might be withdrawn from school. In some cases girls are withdrawn from school at this time to marry. It also asserts that children who have repeated a grade are more likely than non-repeaters to drop out from school. This may be because of low achievement and becoming average and that children who begin schooling beyond the official age of entry are more likely than those with higher achievement to dropout. Low achievement is related to other factors like absenteeism, repetition, schooling quality, house contexts and demand on time.

The entry age along with early withdrawal limits the number of years children have in school. Delaying the onset of education is likely to drastically reduce the overall period spent in school and have serious effects on completion. Irregular attendance and temporary withdrawal can both be precursors to dropping out. These can be caused by a range of factors including: child ill health, ill health of family members and distance to school (Altaf and Zeitlyn, 2010).

Hewett and Lloyd, 2005), note that in sub-saharan Africa, the combined effects of increasing levels of school enrolment, delayed school entry, grade repetition, and periods or temporary withdrawal from school lead many young women to remain enrolled at the primary or junior secondary levels well past puberty and into their late teens, thus increasing their risk of pregnancy-related school disruptions.

Pregnancy contributes to dropout from school and hence internal efficiency as most of those who become pregnant get married and also parents refuse to take them back to school. This happens despite the government policy allowing such girls to go back to school. Some parents also may not be aware of the government policy of student mother re-entry in school after they have given birth. Pregnancy of girls could be attributed to poverty at the household level. Uromi (2014) agrees that socio economic status is among the leading causes of teenage pregnancy. The poor girls can easily be preyed upon by people who can give them little money. Many of the girls are in day schools and therefore they can easily be lured while going to and from school. According to Uromi (2014) the causes of teenage pregnancies are peer pressure. During adolescence, teenagers often feel the pressure to make friends and fit in with their peers. Many times these teenagers let their friends influence their decision to have sex even when they do not fully understand the consequences associated with the act. Teenagers have sex as a way to appear cool and sophisticated, but in some cases the end

result is an unplanned teen pregnancy. Absent parents also contribute to teen pregnancy. Teen girls are more likely to get pregnant if they have limited or no guidance from their parents. Many parents have busy lives that prevent them from providing the guidance and support that young teenagers need to make good decisions on issues such as sex.

Uromi (2014) notes that girls have high aspirations for their education, despite concerns with poverty, gender based violence, the consequences of early pregnancy and marriage. She further notes that in Tanzania more than 8000 girls drop out of school due to pregnancy. Though many countries agreed to increase opportunities for all children to have access to education to achieve millennium Development Goals, girl student's pregnancy is among the rapidly growing social challenge that hinder the realization of girl child to education (MoEVT 2008)

The Sub-Saharan Africa (SSA) region is characterized by high school dropout rates in the world. Teenage pregnancy prevalence is 143 per 1000 girls and resultantly, women are losing battle of equal access to secondary educational (Nyambura, 2000). He also identifies poverty, lack of school facilities, and distance to school as major obstacles to schooling among girls. Other contributing factors to teenage pregnancy for school girls according to Nyambura (2000) are too much leisure, illiteracy and low level of education.

Ng'eno, Simatwa and Ayodo (2014) posit that early marriages and pregnancies do affect dropout rates. Many girls perform well in Kenya Certificate of Primary Education but fail to access secondary school education either because they are pregnant or have gotten married immediately after sitting KCPE. Achoka (2007) also found that early marriages and pregnancies were causes of girl's failure to be in school. Musyimi (2011) notes that in Makueni County, teenage pregnancies were some of the factors that affect girls' continuity in secondary education.

Indiscipline is another learner characteristic that influences internal efficiency of public secondary schools. Indiscipline results into pregnancies, drug abuse, absenteeism, suspension and expulsion from schools. All these eventually lead to drop out from school. Ng'eno, Simatwa and Ayodo (2014) established that indiscipline contributed to dropout. They noted that indiscipline affect more boys than girls in Kericho District. More boys become undisciplined when they realize that they cannot make it academically. In essence such undisciplined students use this option to drop out of school so that they can join fellow peers as touts in bus parks, motor bike transporters, hawking and hotel business as attendants.

Musyimi (2011) also note that in Makueni County, Kenya, indiscipline was one of the factors that led to dropout.

Wastage is the worst form of inefficiency because when learners drop out of an educational system, resources already invested in them go to waste, furthermore, grade repetition has adverse effects as it lowers a school's capacity to admit new students. Besides, it also creates overcrowded classroom environments and increased opportunity costs. This implies many years of foregone income since the affected learner will enter the labour market belatedly (Kiumi and Chiuri, 2005). This gave impetus to this study on the teachers' perceptions on the relationship between parental support, learner characteristics on one hand and internal efficiency of public secondary schools in Bungoma County.

2.7 Theoretical Framework

This study is based on the Social System Theory that was developed by Luduig Von Beranty in 1947 (Paula, 1983). A system is an entity, which is coherent whole (Ng. maul and Yip. 2009) such that a boundary is perceived around it in order to distinguish internal and external elements and to identify input and output relating to and emerging from the entity. A systems theory is hence a theoretical perspective that analyzes a phenomenon seen as a whole and not simply the sum of elementary parts. The focus in on the interactions and on the relationships between parts in order to understand an entity's organization, functioning and outcomes.

Von (1956) sees a system as a complex of interacting elements. In a school set up the elements that interact are teachers, parents and students. This theory is made up of three components; input, throughput and output (in education referred to as outcomes). It has it that organization imports information, capital and human resources from the environment (inputs). The organization processes these inputs into products or services and exports them to the external environment (outcomes). If an organization is managed efficiently the throughput process will add value to the inputs. A social system is composed of persons or groups of persons who interact and mutually influence each other's behavior to achieve set goals. It is bounded set of interrelated activities that together constitute a single entity (Todaro, 2009). In this study, the school receives students from the society and prepares them for the society. But whether the school prepares them within the required period of time depends on the contribution of the parents, teachers and students themselves. This study is on teachers perceptions on the relationship between parental support and learners characteristics and internal efficiency of public secondary schools in Bungoma County. According to this

theory, any system will achieve its objective if every part of the system performs its duty. In this case, parents and learners should effectively play their roles for the school to operate efficiently. This interaction is conceptualized in the following conceptual framework.

2.8 Conceptual Framework

In the conceptual framework shown in Figure 1, it is assumed that internal efficiency of public secondary schools is influenced by parental support and learners' characteristics. The indicators of parental support are: meeting the costs of education, attitude towards education and getting involved in the management of schools while learners' characteristics are: discipline, academic ability and gender. The indicators that measured internal efficiency were: progression and completion rates. The intervening variables, which also influence internal efficiency, are subsidized education, bursary funds and school adherence to transition policies. In this study the intervening variables were assumed to be constant.

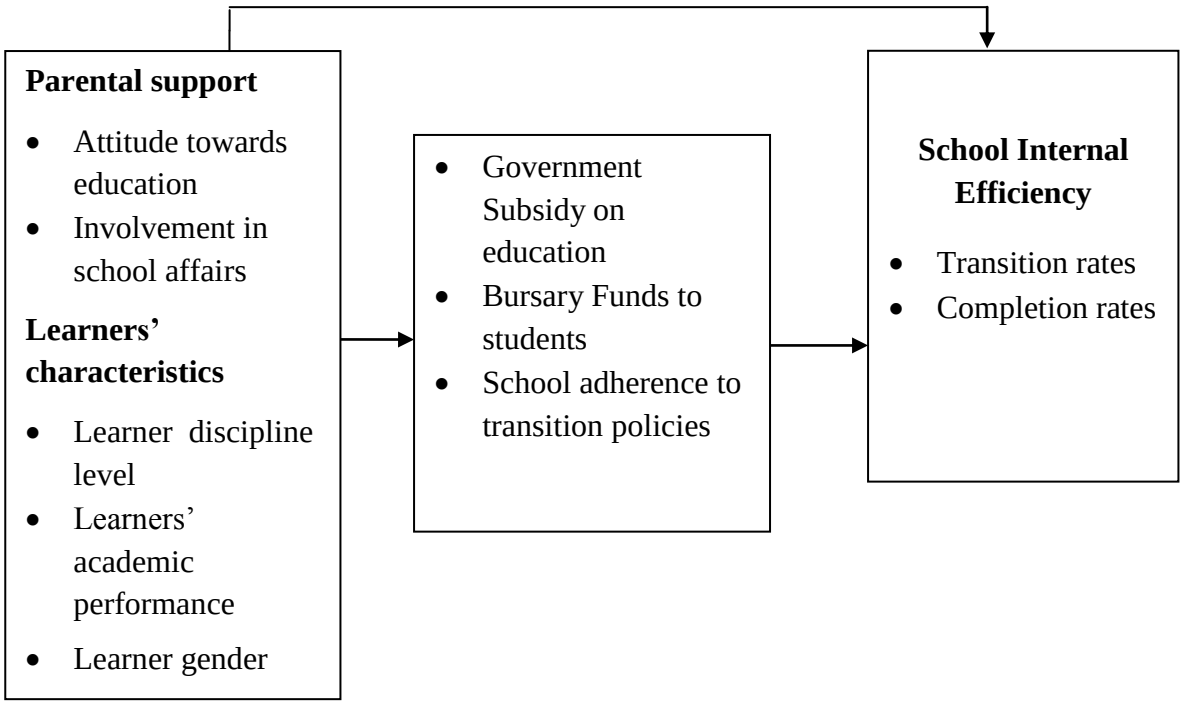

Figure 1. The conceptual framework showing relationship between independent variable and dependent variable

CHAPTER THREE
RESEARH METHODOLOGY

3.1 Introduction

This chapter of the thesis presents the study design, study area, population, sample size and sampling procedures, data collection instruments, validation of the instruments, procedures for data collection and data analysis procedures.

3.2 Study Design

This study used descriptive survey research design. According to Kerlinger (1973), a descriptive study is not restricted to fact finding; but may often result in the formulation of important principles of knowledge and solutions to significant problems. This study established the levels of internal efficiency in public secondary schools in Bungoma County. It examined the causes of inefficiencies and suggested the solutions. This design involves the measurement, classification, analysis, comparison and interpretation of data. Descriptive survey research design is also crucial since it entails the collection of data on more than one case and at a single point in time in order to collect a body of quantitative data in connection with two or more variables, which are then examined to detect the patterns of association (Bryman, 2004). This study design enabled the researcher to collect both qualitative and quantitative data on different variables namely parental support, learner characteristics and internal efficiency of public secondary schools in Bungoma County. It also enabled the researcher to establish the association between independent (parental support and learner characteristics) and dependent (internal efficiency) variables.

3.3 Study Area

The study was carried out in Bungoma County. The County has an altitude range of 1200-2000 metres above the sea level. The County experiences two rain seasons; short and long rain. The mean annual rain in the County varies from 1250 – 1850mm. The mean annual temperature vary from 21 – 25 centigrade. Hence, the County is majorly agricultural RoK (1997). The County has a population of 829,293 people: 64 percent of whom are youth below twenty years RoK (1997). Secondary age group (14 – 17 years) population is 97, 492. Kiveu and Mayio (2009) aver that dropout rates in the district (by then) on average are 28%, repetition rates are 0.09 while cohort graduation rates are 70%.

The rationale for choosing Bungoma County is that; poverty levels are high, there are incidences of dropout and repetition and the researcher's own interest and knowledge of the

area. According to Singleton (1993) the ideal setting for the study is one that is directly related to the researcher's interest. He also points out the setting should be easily accessible to the researcher and that it should allow immediate rapport with the participants.

3.4 Population of the Study

The target populations were all head teachers and class teachers in the County. There were 130 public secondary schools in the County at the time of the study. Therefore there were 130 head teachers and 1140 class teachers in the County at the time of the study (Bungoma District Office 2013).

3.5 Sampling Procedure and Sample Size

The study used stratified random sampling to sample the schools. The strata were based on constituencies and on the categories of schools in the County. There were five constituencies in the County at the time of the study. A list of all public secondary schools in the County was obtained from the County Education Officer's office. Serial numbers were then given to the schools that were on the list. The sample size for the study was determined according to Kathuri (1993) and Mugenda and Mugenda (1999) who recommended the following formula that were developed by Krejcie and Morgan (1970).

$$S = \frac{X^2 NP(1-P)}{D^2(N-1) + X^2P(1-P)}$$

Where:

S = required sample size

N= the given population size,

P = population proportion assumed to be 0.5 as this yields the maximum possible sample size required

D = the degree of occurrence with highest occurrence

X^2 = is the table value of chi-square for one degree of freedom.

Inserting the required information into the formula where N=130, P=0.5, D=0.05 and $X^2=3.841^2$ gives:

$$S = \frac{3.841^2 \times 130 \times 0.5(1-0.5)}{0.05^2 (130-1) + 3.841^2 \times 0.5 (1- 0.5)} = 96.7$$ which was rounded off to 97 head teachers and because there are four classes in each school, four class teachers were

purposively sampled. In schools that had more than one stream simple random sampling was used to select one class teacher per class. Therefore 388 class teachers constituted the sample. The sample distribution is shown in the Table 8.

Table 8:
The Distribution of the Sample

Constituency	Population of schools	Sample size of schools	Head teachers	Class teachers
Webuye	30	22	22	88
Sirisia	28	21	21	84
Kimilili	30	22	22	88
Kanduyi	24	18	18	72
Bumula	18	14	14	56
Total	**130**	**97**	**97**	**388**

Source: Bungoma District Education Office (2010)

3.6 Instrumentation

The researcher used a questionnaire and student data collection schedule to collect relevant data. The questionnaire was developed by the researcher in consultation with the supervisors.

3.6.1 Questionnaire for head teachers and class teachers

This gathered information on how school fees are paid, whether the cost of education influences dropout and repetition, causes of dropout and repetition in their schools. It also sought information on the discipline issues leading to expulsion and suspension from school. It sought information on the teachers' perceptions on the relationship between parental attitudes, involvement and learner discipline, academic performance and gender and internal efficiency in their schools.

Items in the questionnaire were structured and open ended. Structured items measured the objective responses and open ended measured subjective responses and clarified objective responses that enhanced formulation of useful recommendations to the study. Questionnaires were used because they offer a considerable advantage in administration. They present an even stimulus potentially to large numbers of people simultaneously and provide the investigator with an easy relatively accumulation of data (Walker, 1985).

3.6.2 Student data collection schedule

Student data collection schedule was used to collect data on enrolment, drop out, repetition, progression and completion of secondary level of education in Bungoma County. The tool was also used to collect data from class attendance registers, admission registers and KCSE computer print outs.

3.6.3 Validation of the instruments

Appropriate and relevant items were constructed to ensure valid and reliable data. In this case all research objectives were covered by cross-checking the research objectives and the corresponding items. In addition, (Gay, 1987) asserts that validity is established by expert judgment; therefore face and content validity of the instruments were verified by the study supervisors and other three educational experts in the Department of Curriculum, Instruction and Education Management, Egerton University.

3.6.4 Reliability of the instruments

A pilot study was carried out in fifteen schools that were not part of the sample. In each school there were five respondents. Therefore a total of 75 respondents participated in the pilot study. The completed questionnaires were collected and then coded. Reliability refers to the consistency of measurement that is how consistent scores are from one measurement to another. The reliability index of 0.84 was obtained which was above 0.70 Cronbach coefficients which is the accepted threshold for social science research. Fraenkel and Wallen (2003) note that Cronbach alpha is used to determine reliability for both objective and essay type questions.

Based on the comments from the supervisors and educational experts and the reliability results, the items in the questionnaire were revised accordingly and then appropriately administered to the selected sample.

3.7 Data Collection Procedures

Permission was sought to conduct the study from the National Council for Science Technology and Innovation, the County commissioner and Sub County Education Officers in Bungoma County through the chairman, Department of Curriculum Instruction and Education Management; the Dean, Faculty of Education and Community Development and Graduate school at Egerton University. After which, data were collected from the sampled schools. The researcher visited the sampled schools introduced himself and sought consent

from the principals to conduct research after explaining to them the purpose of the study. Having been assured of confidentiality and anonymity, the principals and class teachers were asked to read the instructions clearly and then were requested to respond to the items in the questionnaire.

The completed questionnaires were collected after they had been filled. Within the same time, the researcher was doing content analysis from class attendance registers, admission registers and KCSE results printouts to establish enrolment, repetition, progression, dropout and completion figures.

3. 8 Ethical issues

The study was conducted in a manner that complied with ethical standards for research. This was achieved by observing the following guidelines for ethically acceptable research:

i. Ensuring that consent for the conduction of the study was sought from the participants and relevant authorities before the beginning of the study;
ii. Ensuring that the respondents were well aware of the study they were participating in and;
iii. Ensuring the confidentiality of the respondents' contribution.

3.9 Data Analysis Procedures

Data analysis was done both qualitatively and quantitatively. According to Patton (1990) massive qualitative data collected from the field need to be organized into significant patterns to reveal the essence of the data. Before the actual data analysis, questionnaires were checked to determine whether the return rate. The return rate was 87% which was above the acceptable return rate of 75%. They were also checked for completeness. Items that were used to measure perceptions were labeled. Teachers' perceptions which were measured on five levels as strongly agreed, agreed, undecided, disagreed and strongly agreed were collapsed into three categories as agreed, undecided and disagreed.. The tallied perceptions were then summarized using frequencies and percentages as positive, neutral and negative.

Internal efficiency was expressed in terms of its four dimensions namely; dropout, repetition, progression and completion rates. The dimensions were expressed in percentages and then averages to give the overall measure of internal efficiency. The mean percentages were converted into ranges (78.36- 83.17, 83.18 – 87.99, 88.00 – 92.81 and 92.82 -97.06). The relationship between teachers' perceptions and internal efficiency was determined using the

Chi-square test for independent sample. The test was selected because the independent and dependent variables were at nominal and ordinal scales respectively. Cronk (2012) recommends use of chi-square when establishing relationships between constructs that are measured at nominal, ordinal or a mixture of the two. Chi-Square statistics were reported with degrees of freedom and sample size in parentheses. Data generated by the open ended items were organized in themes pertinent to the study objectives and tallied. The tallies were then described and summarized using frequencies and percentages. The data was presented by use of tables. The specific hypotheses of this study were analyzed as shown in the Table 9.

Table 9:
Summary of Analytical Procedures for the Study

Hypothesis	Independent variable	Dependent Variable	Statistical Analysis
Ho_1: There is no statistically significant relationship between teachers' perceptions of parental attitudes towards education of their children and internal efficiency of public secondary schools in Bungoma County.	Parental attitude	Internal efficiency • Dropout rates • Repetition rates • Transition rates • Completion rates	Chi-Square
Ho_2: There is no statistically significant relationship between parental involvement in the management of schools has and internal efficiency of public secondary schools in Bungoma County	Parental involvement in the management of school	Internal efficiency • Dropout rates • Repetition rates • Transition rates • Completion rates	Frequencies Percentages Chi-Square
Ho_3: There is no statistically significant relationship between learners discipline and internal efficiency of public secondary schools in Bungoma County.	Learners' discipline	Internal efficiency • Dropout rates • Repetition rates • Transition rates • Completion rates	Frequencies Percentages Chi-Square
Ho_4: There is no statistically significant relationship between learners' academic performance and internal efficiency of public secondary school in Bungoma County.	Learner's performance	Internal efficiency • Dropout rates • Repetition rates • Transition rates • Completion rates	Frequencies Chi-Square
Ho_5: There is no statistically significant relationship between learner's gender and internal efficiency of public in secondary schools in Bungoma County	Learners' gender	Internal efficiency • Dropout rates • Repetition rates • Transition rates • Completion rates	Frequencies Percentages Chi-Square

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The aim of this study was to determine teachers' perceptions of the relationship between parental support and learner characteristics on one hand, and internal efficiency of public secondary schools in Bungoma County. In this study parental support was divided into two dimensions: parental attitudes towards education of their children and parental involvement in school affairs of public secondary schools in Bungoma County. Leaner characteristics were divided into three categories: their level of discipline, their academic performance and gender. Internal efficiency was analyzed in its four dimensions namely; dropout, repetition, progression and completion rates.

The study had six objectives, a research question and five hypotheses.

4.1.1 Objectives of the study

i. To determine the level of internal efficiency in public secondary schools in Bungoma County.
ii. To determine the teachers' perceptions of the relationship between parental attitudes towards education of their children and internal efficiency of public secondary schools in Bungoma County.
iii. To establish the teachers' perceptions of the relationship between parental involvement in school affairs and internal efficiency of public secondary schools in Bungoma County.
iv. To determine the teachers' perceptions of relationship between learners' discipline and internal efficiency of public secondary schools in Bungoma County.
v. To determine the teachers' perceptions of the relationship between learners' academic performance and internal efficiency of public secondary schools in Bungoma County.
vi. To establish the teachers' perceptions of the relationship between learners' gender and internal efficiency of public secondary schools in Bungoma County.

4.1.2 Research question

i. What is the level of internal efficiency in public secondary schools in Bungoma County?

4.1.3 Research hypotheses

Ho_1: There is no statistically significant relationship between teachers' perceptions of parental attitudes towards the education of their children and internal efficiency of public secondary schools in Bungoma County

Ho_2: There is no statistically significant relationship between teachers' perceptions of parental levels of involvement in school affairs and internal efficiency of public secondary schools in Bungoma County

Ho_3: There is no statistically significant relationship between teachers' perceptions of learners' level of discipline and internal efficiency of public secondary schools in Bungoma County

Ho_4: There is no statistically significant relationship between teachers' perceptions of learners' academic performance and internal efficiency of public secondary schools in Bungoma County

Ho_5: Gender of learners has no statistically significant relationship with internal efficiency of public secondary schools in Bungoma County as perceived by teachers.

4.1.4 Respondents' return rate

The study had a sample of 485 respondents consisting of 97 head teachers and 388 class teachers. Out of the sample, 85 head teachers and 339 class teachers filled and returned the questionnaires. This was 84.7% return rate.

4.2 Level of Internal Efficiency of Public Secondary Schools in Bungoma County

The first objective of the study sought to establish the level of internal efficiency of public secondary schools in Bungoma County for five cohorts from 2005 to 2009. In the internal efficiency, the following rates of internal efficiency were established:

i. Dropout rates
ii. Repetition rates
iii. Progression rates
iv. Completion rates

In addition to the above measures of internal efficiency, the factors contributing to dropout and repetition were examined. This was premised on the fact that once issues of dropout and repetition are addressed, progression and completion rates will be enhanced.

Internal efficiency was measured with respect to its four dimensions namely; dropout, repetition, progression and completion rates. Internal efficiency data were gathered using the students' data collection schedule. Data on each internal efficiency dimension from the sampled schools was averaged and then transformed to a cohort average. Table 10 shows the average percentage dropout, repetition, progression and completion rates by cohort.

Table 10:
Levels of Internal Efficiency

	Cohort				
Internal Efficiency	**2005-2008**	**2006-2009**	**2007-2010**	**2008-2011**	**2009-2012**
Dropout	20.09	19.72	18.89	28.26	32.02
Repetition	2.49	2.34	3.28	2.78	3.51
Progression	81.84	82.36	82.83	72.46	69.96
Completion	77.42	77.94	77.83	67.96	64.96

Table 10 shows that the drop-out rates for the five cohorts ranged from 18.89% to 32.02%. It was lowest among the 2006 – 2009 cohort and highest among the 2009 – 2012 group. The overall average drop-out rate for the period under study was 24%. An examination of the results in Table 10 reveal that the drop-out rate by year was not systematic as it did not follow any trend. The question that arises is where do these students go? This shows that schools are not operating efficiently. Each dropout represents a waste because when a student drops out of school, resources already invested in them go to waste. These findings are consistent with that Achoka (2007) whose study found out that dropout in Kenya ranges from 10% to 50% and MoEST (2001) which established that dropout rates in Kenya stands at 30%. The findings are also consistent with those of Sang, Koros, and Bosire (2013) whose study found out that dropout rate for Kericho District in 2007 was 28.6%.

As a Country, Kenya incurs a loss through drop out in educational sector. The drop out signifies unfulfilled aims, goals and objectives for the individual, community and nation as a whole. The implication of this is that the long term objective of the Government to provide every Kenyan child with basic quality education and training will not be realized. Similarly the universal access to basic education and training that ensures equitable access to education

and training for all children, including disadvantaged and vulnerable groups may not be realized.

The four years of secondary education are an important stage of physical, intellectual and psychological development when the youth matures into adult roles. As much as this is the situation, only 47% of those who complete primary education proceed to the secondary education while only 12% of this group proceeds for further education in public universities and middle level colleges. From the 12% that proceed to the university, 4% are girls while 8% are boys. This is an indication that wastage exist in all levels of education system in Kenya and therefore solutions to this problem should be found to enhance internal efficiency of public secondary schools. MoEST (2010) avers that wastage arising from dropout is a serious challenge that must be addressed so as to ensure that resources in terms of time, energy, money and opportunity cost are not wasted.

It is therefore necessary for Kenya through the Ministry of Education to investigate why this trend exists and to come up with strategies to minimize its level and deal with causes. Bray et al (2002) assert that high dropout rate which is high among the low income groups and girls is a threat to issues of internal efficiency of the school system. Pupils who drop out from school complicate enrolment forecasts, teacher supply forecasts and erode the education budget. In addition, resources already invested in them go to waste (Chiuri and Kiumi 2005).

The Table 10, also indicate that each cohort experienced repetition rates of between 2.34% to 3.51% for the period under the study. Eiseman (1997) established that in the Latin American and Caribbean countries average repetition rates are 19% and 8% for primary and secondary schools respectively. A study on rural day schools by Ncube (2004) in Zimbwabe found that the number of students repeating a level increases with the level of grades in school. Of the 2527 who repeat over a period of four years, the study established that 5.7% were in form one, 7.6% were in form two, 30.2% were in form three and 56.5% were in form four. A large proportion of those students in form three and four were those who had failed the “0” level examinations the previous year and had returned to repeat either in form three or four. This shows that repetition rates in Zimbambwe are far much higher than in Kenya.

According to R.o.K (2003) the national average repetition rates in secondary schools was 15.4%. Boys registered 5.8% and girls recorded 9.6%. These rates are higher than the rates in Bungoma County. Lower rates of repetition in Bungoma County could be due to the Government policy of automatic promotion and poverty whereby many parents cannot afford

to pay school fees twice in the same grade. Another factor contributing to low repetition rates could be the opening of village polytechnics where form four leavers can easily enroll. The findings of this study are consistent with that of Koros, Sang and Bosire (2013) who reported that repetition rates in Kericho were 1.09 for form one, 1.14 for form two, 1.31 for form three and 1.32 for form four. Repetition signifies inefficiency as learners spend many years in school and belatedly enter the labour market, thus increasing the opportunity cost to the individual and society. Those who repeat also disproportionately use the resources allocated to education sector besides utilizing the space which would have been used by other students (Chiuri and Kiumi 2005). A study by Eicher (1984) reported that repetition reduces completion rates for any given cohort, which further compromises the internal efficiencies of schools.

Table 10 also shows progression rates as 81.84 for 2005 cohort, 82.36% for 2006 cohort, 82.83% for 2007 cohort, 72.46% for 2008 cohort and 69.96% for 2009 cohort. On average the progression rates were 77.89%. The same Table clearly shows that, not all students who enroll in form one, complete form four within the required period. On average 73 percent complete within the required period. 27 percent do not complete. A small percentage repeats while 24 percent drop out of schools in Bungoma County. These finding are consistent with that of Sang, Koros and Bosire (2013) whose study established that Kericho District had a completion rate of 62% in 2007. A completion rate in Bungoma County, during the period under the study is far much lower than the completion rates in the country.

The average completion rate, according to MoEST (2006) was 87%. Kenya policy framework for education and training paper No. 1 (2012) notes that completion rates stand at 76.8% (79.2% for boys and 74.4% for girls in 2010. This calls for concerted effort by educators and policy makers in the country to address lower completion rates. It is also noted that completion rates varies across the country. Different Counties have different levels of completion rates. The implication is that the Government's effort to enhance efficiency and equity in the provision of education is compromised. Therefore there is need to establish levels of completion rates in different Counties, the contributing factors to non completion and come up with County specific strategies to enhance completion rates hence internal efficiency of schools. This also means that the resources invested in them go to waste thus undermining the investment aspect of education. Secondary education in Kenya is under the basic education. The Kenya Constitution (2010) gives every Kenyan Citizen a right to basic education. As a country, Kenya is a signatory to international conventions that advocate for

education as a basic human right. In Bungoma County, 27% do not complete secondary education. This calls for concerted effort to identify the causes of wastage and enact strategies to enhance completion rates in secondary schools in Bungoma County and other Counties in the country where completion rates are low.

4.2.1 Factors influencing dropout from secondary schools in Bungoma County

The study sought to establish the factors influencing dropout in public secondary schools in Bungoma County. The responses are shown in Table 11.

Table 11:
Factors influencing drop out in Bungoma County

Factors	Frequency	Percentage
School fees	378	89.15
Cost of education	356	83.96
Pregnancy	300	70.75
Academic performance	160	37.73
Marriage	80	18.86
Discipline	310	73.11
Drug use	80	18.86
Attitude	77	18.16
Peer influence	101	23.82
Family conflicts	30	7.07
Role models	25	5.89
Parental concern	110	25.94

From Table 11, the major contributing factor to drop out from secondary schools in Bungoma County is failure of parents to pay school fees at 89.15 percent. This failure to pay school may be largely attributed to poverty. The County's poverty level is 52% (Kenya Economic Report, 2013). Many households in the County depend on agriculture which does not fetch much to cater for school fees and other household necessities. According R.o.K (1997-2001) agriculture is the mainstay of the county's economy, accounting for 75% of employment. Majority of parcels are small holding under 2 hectares each. Subsistence farming is dominant. Cash crops grown are sugarcane, maize and coffee. (Bungoma District Development Plan, 1997-2001). Finan (2010) contends that the family's social economic background greatly

influences the child's education. Children from unstable economic background are not able to fully participate in education hence affecting schools' capacity to fulfill its goals of enabling learners participate in schools. It goes then that children from unstable economic background will not be balanced emotionally and psychologically to learn. Such learners will dropout before the completion of education cycle hence affecting schools' internal efficiency.

Many people live in abject poverty in developing countries. For examples, in Kenya national poverty level as at 1999 stood at 52.69% (R.o.K 2000) and it stood at 46% in 2012 (Kenya Economic Report, 2013). Manifestations of poverty are seen in lack of basic requirements, for example, access and retention in education institutions, vocational training and employment. Fields (1998) and World Bank (1989) concur that access to education and poverty is inversely related, that is, the higher the level of education of the population, the lower will be the proportion of the poor in the total population and the reverse holds. Psacharopoulos and Woodhall (1985, P.115) agree that the effects of poverty are direct in that

> The poor families certainly find it difficult to pay fees even free education imposes substantial financial expenses through earnings foregone and out of pocket expenses for clothes, travel and books. Moreover, poor families on average tend to have more school age children than the higher income families

This may explain why many young people who are of school going age are engaged in motor cycle business in Bungoma County. This is because in poor families, children's labour is often critical to the income for survival of the household. This is especially so among both the urban and the rural poor. In agreement Odada (1989, P.89) contents that:

> The reason why many children do not go to school is that school is not free. Students have to meet direct costs and opportunity costs. These costs are very high for the average family. Many parents who have limited resources only choose to invest in boys.

Odada and Odhiambo (2009) note that children from poor families are fewer in schools than children from richer families. This indicates that learners from poor families do not enroll in schools and those that enroll drop out before completing an educational cycle. Jolly (1969) found out that the income of the individuals affects their access to social services such as education and health. Schultz (1961) asserts that education is an investment in Human Capital; being an investment therefore choices have to be made by the individuals demanding it. Education is considered a durable producer good and so associated with this investment process, are the direct and indirect (opportunity) costs. As for the poor parents, the high

opportunity costs of sending the children to school would lead to low participation, dropout and repetition.

The Government of Kenya introduced free tuition in secondary school in 2008. This policy was meant to reduce dropout in Kenya secondary schools. Despite this policy, 27% of students in Bungoma County do not complete school. There is therefore the need for County specific measures to address the issue of wastage. Such measures include empowering parents to enable them pay school fees and introduction of selective vouchers to finance education of the poor. The Government should also provide and enforce school fees guidelines as some schools are charging between Kshs. 60,000 and 100,000 per year. These charges are far much beyond the ability of most parents in the County given that 52% of the population is living below the poverty line.

From Table 11, it is clear that the cost of education influences dropout from school. 83.96% of the respondents noted that the cost of education does influence students' dropout from school. This is despite the fact that the Government in its effort to enhance retention of learners in school has waived tuition fees in all public secondary schools in Kenya. This finding indicates that the cost of education is still too high to afford by a large proportion of parents in Bungoma County. This requires more effective strategies of financing education in Kenya in order to minimize dropouts and repetitions that are occasioned by the cost of education. This would enhance internal efficiency of public secondary schools.

The other major factor contributing to dropout from school is indiscipline of learners at 73.11 percent. Indiscipline result into pregnancies, drug abuse, absenteeism, suspension and expulsion of students from schools. These eventually lead to drop out from school. This finding concurs with Ng'eno, Simatwa and Ayodo (2014) whose study established that indiscipline contributed to dropout. They noted that indiscipline affect more boys than girls in Kericho District. More boys become undisciplined when they realize that they cannot make it academically. Musyimi (2011) also noted that in Makueni County, Kenya, indiscipline was one of the factors that led to dropout.

Pregnancy is another factor contributing to dropout from schools in Bungoma County. 70.75 percent of the respondents stated that pregnancy contributes to dropout from school as most of those who become pregnant get married and some parents refuse to take them back to school, despite the Government policy allowing such girls to go back to school. Some parents also may not be aware of the Government policy of student mother re-entry in school after

they have given birth. Pregnancy of girls could be attributed to poverty at the household level. Uromi (2014) and Aftin (2010) agree that socio economic status is among the leading causes of teenage pregnancy. The poor girls can easily be preyed upon by people who can give them little money. Many of the girls are in day schools and therefore they can easily be lured while going to and from school. According to Aftin (2012), the causes of teenage pregnancies are peer pressure. During adolescence, teenagers often feel pressure to make friends and fit in with their peers. Many times these teens let their friends influence their decision to have sex even when they do not fully understand the consequences associated with the act namely unplanned teen pregnancy. Absent parents also contribute to teen pregnancy. Teen girls are more likely to get pregnant if they have limited or no guidance from their parents. Many parents have busy lives that prevent them from providing the guidance and support that young teenagers need to make good decisions on issues such as sex.

Uromi (2014) notes that girls have high aspirations for their education, despite concerns with poverty, gender based violence, the consequences of early pregnancy and marriage. She further notes that in Tanzania more than 8000 girls drop out of school due to pregnancy. Though many countries agreed to increase opportunities for all children to have access to education to achieve Sustainable Development Goals, girl student's pregnancy is among the rapidly growing social challenge that hinder the realization of the rights of the girl child to education (MoEVT, 2008)

The Sub-Saharan Africa (SSA) region is characterized by high school dropout rates in the world. Teenage pregnancy prevalence is 143 per 1000 girls and resultantly, women are losing battle of equal access to secondary educational (Nyambura, 2000). Nyambura, (2000) also identifies poverty, lack of school facilities, and distance to school as major obstacles to schooling among girls. She also states that too much leisure, illiteracy and low level of education contribute to teenage pregnancy for school girls.

Ng'eno, Simatwa and Ayodo (2014) established that early marriages and pregnancies do affect dropout. Many girls perform well in Kenya Certificate of Primary Education but fail to access secondary school education either because they are pregnant or are married off immediately after sitting KCPE. Achoka (2007) also found that early marriages and pregnancies were causes of girls' failure to be in school. The findings are also in agreement

with that of Musyimi (2011) who noted that in Makueni County, teenage pregnancies were some of the factors that affect girls' continuity in secondary education.

Therefore, there is need to put in place strategies to curb teenage pregnancy. These strategies include; formulation of students anti pregnancy clubs. There must be organization of clubs for students in which they can discuss and debate on prevention of pregnancies, parents and guardians should be encouraged to educate their children on reproductive health and strengthen family life education in schools besides guidance and counseling.

Other factors contributing to dropout from school are negative attitude towards education generally and some parents prefer to educate only boys as opposed to girls. These findings agree with that of UNESCO (2011) whose study noted that in Sycheles and South Africa, boys were given priority compared to girls who are rarely given a chance by parents to go to school. The other factor influencing dropout is ignorance of some parents on the importance of education.

Other factors contributing to dropout are poor academic performance (37.73%), lack of parental concern (25.94%), peer influence 23.82%), drug abuse (18.86%) and lack of role models (5.89%).

The findings of this study show that role models and family conflicts are not major factors leading to dropout. There are a significant proportion of people in Bungoma County who have completed secondary and college education. The main factors to be dealt with are costs of education, discipline and pregnancy. These finding are in tandem with findings of the research that was done by International Labour Organization (ILO 2011) that established that the factors leading to drop out in Kwale County in Kenya are: costs of education that are unaffordable by many parents, truacy, child labour, drug abuse, negative attitudes towards education, pregnancy and early marriage and HIV/AIDS. Achoka (2007) and RoK (2003) also note that some of the causes of primary and secondary schools dropout include early marriages, inability to pay schools fees due to poverty, hazards of HIV/AIDS pandemic, violence and drug abuse.

4.2.2. Factors influencing repetition in public secondary schools in Bungoma County.

The study sought to establish the factors influencing repetition in public secondary schools in Bungoma County and the responses are shown in the Table 12.

Table 12:
Factors influencing repetition in public secondary schools in Bungoma County

Factors	Frequency	Percentage
Attendance due to school fees	405	95.51
Pregnancy	145	34.19
Academic performance	160	37.73
Discipline	136	32.07
Drug use	50	11.79
Parent/student decision	205	48.34
Transfer	150	35.37
Health	60	14.15
Exams	20	4.71
Parental concern	110	25.94

From Table 12, the major reason for repetition is absenteeism occasioned by failure to pay school fees. 95.51% of the respondents stated that school fees is a major reason contributing to repetition. Failure to pay school fees increases absenteeism. When students stay out of school for long period of time, their performance is adversely affected, there is poor coverage of syllabus, they miss examinations, perform poorly in examination and at times they fail to register for Kenya Certificate of Secondary Education (KCSE). All these result in repetition of grades.

The other reason is parent/student decision at 48.34%. Some parents and students themselves make decisions to repeat grades on the basis of academic performance. This is due to the belief that repetition would improve student academic performance. Another factor leading to repetition in secondary schools is pregnancy. This was stated by 34.19% of the respondents.

Other factors leading to repetition of grades by learners in Bungoma County are poor academic performance (37.73%), transfer (35.37%), indiscipline (32.07%), lack of parental concern (25.94%), sickness (14.15%), drug abuse (11.79% and cheating in examinations (4.71%).

These findings are consistent with those of Achoka (2007) and R.o.K (2003) whose studies established that the causes of repetition include inability to pay school fees due to poverty, hazards of HIV/AIDS pandemic, violence and drug abuse. Koros, Sang and Bosire (2013) also established that repetition is due to poor performance in examination arising from student entry behavior in form one and student absenteeism.

4.3 Teachers' Perceptions on Parental Attitudes and Internal Efficiency

The second objective of the study was to establish teachers' perceptions of the relationship between parental attitudes and internal efficiency of public secondary schools in Bungoma County. Parental attitudes towards the education of their children can influence internal efficiency either positively or negatively. Attitude is manifested by parents when they perform certain activities towards the school and their children. In this study attitude of parents was measured by performance of certain activities which are: provision of teaching learning resources, paying school fees, regularly visiting their children in school, attending scheduled school meetings and contributing to funding of school activities.

4.3.1 Teachers' perceptions on parental attitudes and learners drop out

The study sought to establish the relationship between parents' provision of teaching learning resources and internal efficiency of public secondary schools in Bungoma County. The responses are shown in Table 13.

Table 13:
Teachers' perceptions on parental attitudes and dropout

	Ratings (n=425)				
Teacher perceptions	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
	%	**%**	**%**	**%**	**%**
Parents' provision of instructional materials leads to drop out	34.5	52.1	4.5	4.2	2.6
Parents' payment of school fees leads to drop out from school	38.9	51.2	8.2	5.2	1.2
Parents regular follow up leads drop out from school	45.5	43.4	2.3	4.5	4.2
Parents' regular attendance of scheduled meetings leads to drop out from school	32.5	51.4	6.6	9.0	1.4
Parents' contribution to funding of school activities leads to drop out from school	28.1	51.4	12.3	6.6	2.2

From Table 13, 34.5% and 52.1% of the respondents strongly disagreed and disagreed respectively with the statement those learners whose parents provide teaching learning resources drop out of public secondary schools. However 4.2 % and 2.6% of the respondents

agreed and strongly agreed respectively with the statement while 4.5% were undecided. These findings imply that provision of teaching/learning resources by parents would reduce dropout of learners from public secondary schools. This finding is consistent with the findings of Pelt (2009), Holford (2010) and Koross (2004) whose studies established that parental support in terms of parental contribution in areas of fees payment, disciplining students, and providing basic necessities would greatly reduce dropout that negatively affects internal efficiency of schools.

The same Table shows that 38.9% and 51.2% of the respondents strongly disagreed and disagreed respectively with the statement those learners whose parents pay school fees drop out of school. However 5.2% and 1.2% of the respondents agreed and strongly agreed respectively with the statement while 8.2% were undecided. These findings therefore imply that timely fee payment by parents would reduce dropout from schools. This finding is consistent with that of R.o.K (1999) whose study noted that parental contribution in fee payment would reduce dropout from schools by learners.

It also shows that 45.5% and 43.3% of the respondents strongly disagreed and disagreed respectively with the statement those learners whose parents regularly visit them to follow up on their work drop out of public secondary schools. However 4.5% and 4.2% of the respondents agreed and strongly agreed respectively with the statement. This imply that parental regular visitation to schools to follow up what learners are doing will reduce dropout. This finding is in tandem with the findings of Macneil and Patin (2005) whose study established that when learners realize that their parents are interested in what is happening in schools, they are more likely to show greater interest in studies and avoid actions that may lead them to drop out of schools

Table 13 shows that 32.5% and 51.4% of the respondents strongly disagreed and disagreed respectively with the statement those learners whose parents regularly attend scheduled school meetings drop out of public secondary schools. However, 9.0% and 1.4% of the respondents agreed and strongly agreed with the statement while 5.6% were undecided.

Table 13 shows that 32.5% and 51.4% of the respondents strongly disagreed and disagreed respectively with the statement that learners whose parents regularly contribute to funding of school activities drop out of public secondary schools. However, 6.6% and 2.2% of the respondents agreed and strongly agreed with the statement while 5.6% were undecided.

From these findings, it is clear that when parents have a positive attitude towards education of their children, internal efficiency will be enhanced because dropout rates will reduce. Therefore avenues should be created where by parents are educated on the need to enhance positive attitudes towards the education of their children. This can be done during school meetings.

4.3.2 Teachers perceptions of parental attitudes towards education of their children

In order to establish the relationship between parental attitudes and internal efficiency, the study established the teachers' perceptions of parental attitudes towards education of their children. The responses are shown in Table 14.

Table 14:
Teachers perceptions of parental attitudes towards education of their children

Teachers Perceptions	Frequency	Valid Percent
Neutral	77	18.1
Positive attitudes	348	81.9
Total	**425**	**100.0**

From Table 14, 81.9% of the respondents perceived parents to have positive attitudes towards the education of their children while 18.1% were neutral. That is, they were not sure whether the attitudes were positive or negative. This finding indicates that parents are perceived by majority of teachers to have positive attitudes towards the education of their children. The question that arises from this finding is then, why are there incidents of dropout from school? This means that dropout is a function of many factors, whereby parental attitude is just one of the factors.

4.3.3 Teachers' perceptions on parental attitudes and dropout rates

The study sought to establish teachers' perceptions of the relationship between parental attitudes and dropout rates in public secondary schools in Bungoma County. To establish the relationship, the average dropout rates of the cohorts from the sampled schools which ranged from 0% to 30% were transformed in three equal levels using the scale: 1 % to 10%, 11% to 20% and 21% to 30%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental attitudes were also summarized into frequencies. Thereafter attitudes and dropout rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 15

Table 15:
Chi-square test on the relationship between parental attitudes and dropout rates

Scale	Value	Df	p-value
Pearson Chi-Square	4.080	2	.130
N	415		

From Table 15, the association between teachers' perceptions of parental attitudes and drop-out rates was not statistically significant at the 0.05 level, $X^2(2, N = 415) = 4.080$, $p > 0.05$.

Therefore the Null hypothesis that there is no statistically significant relationship between parental attitudes towards the education of their children and dropout rates is accepted.

Despite the Null hypothesis, the findings reveal that majority of teachers perceive that there is a relationship between parental attitudes and dropout rates in secondary schools. Therefore there is need for education stakeholders to find strategies of encouraging the development of positive attitudes towards the education of their children. This would make them get interested in what goes on in schools and this would reduce dropout hence enhance internal efficiency of secondary schools.

4.3.4 Teachers' perceptions on parental attitudes and learner repetition

The study sought to establish teachers perceptions of the relationship between parental attitude and repetition of grades by learners in public secondary schools and the responses are shown on Table 16.

Table 16:
Teachers' perceptions on parental attitudes and repetition of grades

Teacher Perceptions	Ratings (n=425)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Parents provision of instructional materials lead to repetition of grades	34.5	54.2	4.5	4.2	2.6
Parents payment of school fees leads to repetition of grades	23	50.9	13.3	12.8	0.9
Parents regular follow up leads to repetition of grades	19.1	55.1	6.4	12.7	6.8
Parents regular attendance of meetings leads to repetition of grades	23.4	53.6	8.9	13.1	1.2
Parents contribution to funding of school activities leads to repetition of grades	19.4	57.7	9.7	11.1	2.4

Table 16 shows that 34.5 % and 54.2% of the respondents strongly disagreed and disagreed respectively with the statement those learners whose parents provide teaching learning resources repeat grades in public secondary schools. However, 4.2% and 2.6 % of the respondents agreed and strongly agreed with the statement while 4.5% were undecided.

It also shows that 23 % and 50.9% of the respondents strongly disagreed and disagreed respectively with the statement that learners whose parents pay school fees repeat grades in public secondary schools. However 0.9% and 12.8 % of the respondents agreed and strongly agreed with the statement while 13.3% were undecided.

Table 16 shows that 23.2% and 53.6% of the respondents strongly disagreed and disagreed respectively with the statement those learners whose parents regularly attend scheduled school meetings repeat grades in public secondary schools. However, 13.1% and 1.2% of the respondents agreed and strongly agreed with the statement while 8.9% were undecided

Table 16 shows that 19.4% and 57.7% of the respondents strongly disagreed and disagreed respectively with the statement that those learners whose parents contribute to funding of

school activities repeat grades in public secondary schools. However, 11.1% and 2.4% of the respondents agreed and strongly agreed with the statement while 9.7% were undecided

The findings in Table 16 indicate that teachers perceive that there is a relationship between parental attitude and learners' repetition of grades in public secondary schools. Grades repetition has adverse effects on internal efficiency of schools as it lowers school's capacity to admit new students. Besides, it creates overcrowded classroom environments and increases opportunity costs to the individual and his/her family for it implies many years of foregone income since the affected learner will enter the labour market belatedly (Chiuri and Kiumi, 2005). These adverse effects will continue to manifest in schools and families unless strategies are put in place to address the issue of repetition. Parents are key players in addressing this issue. Hence there is need to sensitize parents to develop positive attitudes towards the education of their children as this would make them get involved in school activities and in the learners' academic life which will reduce repetition and enhance internal efficiency of schools.

4.3.5 Teachers' perceptions on parental attitudes and repetition rates

The study sought to establish the teachers' perceptions of the relationship between parental attitudes and repetition rates in public secondary schools in Bungoma County. To establish the relationship, the average repetition rates of the cohorts from the sampled schools which ranged from 0% to 6% were transformed in three equal levels using the scale: 1 % to 2%, 3% to 4% and 5% to 6%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental attitudes were also summarized into frequencies. Thereafter attitudes and repetition rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 17.

Table 17:
Chi- square test on the relationship between parental attitudes and repetition rates

Scale	Value	Df	P-value
Pearson Chi-Square	9.702	2	.008
N	425		

The association between teachers' perceptions of parental attitudes and repetition rates was statistically significant at the 0.05 level, $X^2(2, N = 425) = 9.702, p < 0.05$.

From these findings, the null hypothesis is rejected and the alternative hypothesis which states that there is a significant relationship between parental attitudes towards the education of their children and repetition rates in public secondary schools in Bungoma County is accepted.

The significant relationship shows that when parental attitudes towards education are positive, repetition rates reduce hence enhancing internal efficiency of public secondary schools. There is therefore need to sensitize parents on the importance of education as this would enable them develop positive attitudes towards the education of their children.

4.3.6 Teachers' perceptions on parental attitudes and progression rates

The study sought to establish teachers' perceptions of the relationship between parental attitudes and progression rates of learners in public secondary schools in Bungoma County and the responses are shown in Table 18.

Table 18:
Teachers' perceptions on parental attitudes and progression

Teacher Perceptions	Ratings (n=425)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Parents' provision of instructional materials leads to progression in school	50.8	44	00	2.6	2.6
Parents' payment of school fees leads to progression in school	36.9	46.3	1.9	11.3	3.5
Parents regular follow up leads to progression in school	37.6	48.5	4.7	6.2	2.8
Parents' regular attendance of meetings leads to progression in school	34.7	55.2	4.5	4.0	1.6
Parents' contribution to funding of school activities lead to progression in school	37	48.3	5.9	7.3	1.4

From Table 18, the following observations can be made; 50.8% and 44% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents provide teaching learning resources progress well in public secondary schools. However, 2.6% and 2.6% of the respondents disagreed and strongly disagreed with the statement.

Table 18 shows that 36.9% and 46.3% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents pay school fees progress well in school. However, 11.3% and 3.5% of the respondents disagreed and strongly disagreed with the statement while 1.9% were undecided.

From Table 18, it is clear that 37.6% and 48.5% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents regularly visit to follow up their work progress well in school. However, 6.2% and 2.8% of the respondents disagreed and strongly disagreed with the statement while 4.7% were undecided.

Table 18 shows that 34.7% and 55.2% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents regularly attend scheduled school meetings progress well in public secondary schools. However, 4.0% and 1.6% of the respondents disagreed and strongly disagreed with the statement while 4.5% were undecided

From Table 18, it is also shown that 37% and 48.3% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents contribute to funding of school activities progress well in public secondary schools. However, 7.3% and 1.4% of the respondents disagreed and strongly disagreed with the statement while 5.9% were undecided.

These findings are in agreement with the findings of Nguyo (2007) whose study shows that adequate parental support to educational management may lead to increased internal efficiency. That is, reduction in dropout and repetition and enhanced progression and completion rates. Similarly, findings by Holford (2010) shows that parental support in terms of significant cooperation with teachers is necessary to enable learners attain the desired performance standards. This can only be achieved if learners are retained in schools. Parents, it should be noted that they should provide the needed support to enable learners remain in schools.

4.3.7 Teachers' perceptions on parental attitudes and progression rates

The study sought to establish teachers' perceptions of the relationship between parental attitudes and progression rates in public secondary schools in Bungoma County. To establish the relationship, the average progression rates of the cohorts from the sampled schools which ranged from 70% to 100% were transformed in three equal levels using the scale: 70 % to 80%, 81% to 90% and 91% to 100%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental attitudes were also

summarized into frequencies. Thereafter attitudes and progression rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 19

Table 19:
Chi-Square test on teachers' perceptions on parental attitudes and progression rates

Scale	Value	Df	P-value
Pearson Chi-Square	4.298	2	.117
N	425		

The association between teachers, perceptions of parental attitudes and progression rates was not statistically significant at the 0.05 level, $X^2(2, N = 425) = 4.298, p > 0.05$.

From these findings, the Null hypothesis that there is no statistically significant relationship between parental attitudes towards the education of their children and progression rates is accepted.

4.3.8 Teachers' perceptions on parental attitudes and completion rates

The study sought to establish teachers' perceptions of the relationship between parental attitudes and completion of school within the required period in public secondary schools in Bungoma County and the responses are shown in Table 20

Table 20:
Teachers' perceptions on parental attitudes and completion

Teacher Perceptions	Ratings (n=425)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Parents provision of instructional materials leads to completion of school	42.7	47.4	2.6	6.8	0.5
Parents payment of school fees leads completion of school	33.9	46.9	7.0	8.9	1.4
Parents regular follow up leads to completion of school	33.8	52.6	1.9	9.4	2.3
Parents regular attendance of meetings leads to completion of school	33	54	5.0	6.8	1.2
Parents contribution to funding of school activities leads to completion of school	37	48.3	5.9	7.3	1.4

From Table 20 above, 42.7% and 47.4% of the respondents strongly agreed and agreed respectively with the statement that, learners whose parents provide teaching learning resources to their children complete school within the required period. However, 6.8% and 0.5% of the respondents disagreed and strongly disagreed respectively with the statement while 2.6% were undecided

Table 20 shows that 33.9% and 46.9% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents pay school fees complete school within the required period. However, 8.9% and 1.4% of the respondents disagreed and strongly disagreed respectively with the statement while 7.0% were undecided

From Table 20 it is clear that 33.8% and 52.6% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents regularly visit their children to follow up their work complete school within the required period. However, 9.4% and 2.3% of the respondents disagreed and strongly disagreed respectively with the statement while 1.9% were undecided.

From Table 20 it is clear that 33% and 54% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents regularly attend scheduled school

meetings complete school within the required period of time. However, 6.8% and 1.2% of the respondents disagreed and strongly disagreed with the statement while 5.0% were undecided.

Table 20 shows that 37% and 48.3% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents contribute to funding of school activities complete school within the required period. However, 7.3% and 1.4% of the respondents disagreed and strongly disagreed with the statement while 5.9% were undecided.

These findings are in agreement with the findings of Nguyo (2007) whose findings show that increased parental support to educational management may lead to increased progression and completion rates of learners in schools. The author also noted that adequate parental support will significantly reduce dropout and repetition hence enhance internal efficiency. Similarly, findings by Holford (2010) shows that parental support in terms of significant cooperation with teachers is vital in enabling learners attain the desired performance standards. This can only be achieved if learners are retained in schools. Parents, it should be noted should provide the needed support to enable learners remain in schools. This support will entail paying school fees in time, regularly visiting learners in school to follow up their academic work, motivating learners, and providing guidance and counseling to their children hence being good role models.

4.3.9 Teachers' perceptions on parental attitudes and completion rates

The study sought to establish the teachers' perceptions of the relationship between parental attitudes and completion rates in public secondary schools in Bungoma County. To establish the relationship, the average completion rates of the cohorts from the sampled schools which ranged from 65% to 100% were transformed in five equal levels using the scale: 65 % to 71%, 72% to 78%, 79% to 85%, 86% to 92% and 93% to 99%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental attitudes were also summarized into frequencies. Thereafter attitudes and completion rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 21

Table 21:

Chi- Square test on teachers' perceptions on parental attitudes and completion rates

Scale	Value	Df	P-Value
Pearson Chi-Square	13.425[a]	4	.009
N	425		

The association between teachers' perceptions of parental attitudes and completion rates was Statistically significant at the 0.05 level, $X^2(2, N = 425) = 13.425, p < 0.05$.

From the findings, the Null hypothesis that there is no statistically significant relationship between parental attitudes towards the education of their children and completion rates is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between parental attitudes towards the education of their children and completion rates is accepted.

4.3.10 Teachers' perceptions of parental attitudes and internal efficiency of public secondary schools

The study sought to establish the relationship between teachers' perceptions of parental attitude and internal efficiency. To establish the relationship, the average internal efficiency rates of the cohorts from the sampled schools which ranged from 76.36 to 97.06 were transformed in four equal levels using the scale; 78.36 to 83.17, 83.18 to 87.99, 88.00 to 92.81 and 92.82 to 97.06. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental attitudes were also summarized into frequencies. Thereafter attitudes and internal efficiency rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 22

Table 22:

Chi-Square test on teachers' perceptions on parental attitudes and internal efficiency

Scale	Value	Df	P-Value
Pearson Chi-Square	7.303[a]	3	.063
N of Valid Cases	425		

The association between teachers' perceptions of parental attitudes and internal efficiency was not statistically significant at the 0.05 level, $X^2(2, N = 425) = 7.303, p > 0.05$.

From the findings, the Null hypothesis that there is no statistically significant relationship between parental attitudes towards the education of their children and internal efficiency is accepted. Despite the findings, the relationship between parental attitude and internal efficiency is not statistically significant, majority of teachers perceived that there is a relationship. Therefore there is need for stakeholders in education to devise appropriate strategies that will positively influence parental attitudes towards the education of their children. This will make parents to be active participants in the education of their children. Active participation is likely to enhance internal efficiency of schools.

4.4 Teachers' Perceptions on Parental Involvement in School Affairs and Internal Efficiency

The third objective was to establish the relationship between parental involvement in school affairs and internal efficiency of public secondary schools in Bungoma County. Parental involvement was measured on the basis of parents performing certain functions which include regularly attending PTA meetings to plan on school development, regularly participating in class conferences on learner academic performance, always motivating teachers and regularly being involved in guidance and counseling of learners. Internal efficiency was measured by dropout rates, repetition rates, progression rates and completion rates.

4.4.1 Teachers' perceptions on parental involvement in school affairs and learner drop out

The study sought to establish the relationship between parental involvement in school affairs and dropout of learners from public secondary schools in Bungoma County and the responses are shown in Table 23

Table 23:
Teachers' perceptions on parental involvement in school affairs and drop out

Teacher Perceptions	Ratings (n=425)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Parents regular attendance of PTA meetings leads to drop out of school	33	52.4	7.7	4.7	2.1
Parents regular participation in class conferences leads drop out of school	29.1	47.7	14.8	7.5	0.9
Parents motivation of teachers leads to drop out of school	40.5	44.5	6.8	4.7	3.5
Parents involvement in guidance and counseling leads to drop out of school	39.5	44.8	3	10.3	2.4

From Table 23 it is observed that 2.1% and 4.7% of the respondents strongly agreed and agreed respectively with the statement that parents whose children drop out of school regularly attend PTA meetings to plan on school development. However, 52.4% and 33% of the respondents disagreed and strongly disagreed with the statement while 7.7% of the respondents were undecided.

Table 23 indicate that 0.9% and 7.5% of the respondents strongly agreed and agreed respectively with the statement that parents whose children drop out of school regularly participate in class conferences on learner academic progress. However, 47.7% and 29.1% of the respondents disagreed and strongly disagreed respectively with the statement while 14.8% were undecided

From Table 23 it is shown that 3.5% and 4.7% of the respondents strongly agreed and agreed respectively with the statement that parents whose children drop out of school always motivate teachers. However, 44.5% and 40.5% of the respondents disagreed and strongly disagreed with the statement. It also shows that 6.8% of the respondents were undecided

Table 23 shows that 2.4% and 10.3% of the respondents strongly agreed and agreed respectively with the statement that parents whose children drop out of school are regularly involved in guidance and counseling of their children. However, 44.8% and 39.5% of the respondents disagreed and strongly disagreed respectively with the statement while 3.0% of the respondents were undecided.

These findings are in agreement with the findings of Epstein (1996), Ngwiri (2008) and Wafula (2008) whose studies established that parental participation in school management functions can greatly enhance smooth running of secondary school, internal efficiency and performance in national examinations. They noted that behavioral aspects of parental involvement as mentioned herein encompasses actual participation in school activities such as parental conferences and home based activities which may include helping and encouraging learners to undertake assignments. Cognitive intellectual involvement incorporates exposing the child to events such as role play, talent shows, public contests and positive group participation roles in order to maintain knowledge of the learners' academic situation and activities. These activities, they noted, enhances learners academic performance. They noted that there is a positive correlation between learners' academic performance and retention in schools. Similarly, the findings are consistent with the findings of Wade (2004) who noted that students' performance goals can be achieved if parents took a lead role in engagement with the school management to facilitate the smooth learning of the child.

4.4.2 Teachers' perceptions on parental involvement in school affairs and dropout rates

The study sought to establish the teachers' perceptions of the relationship between parental involvement in the management of schools and dropout rates in public secondary schools in Bungoma County. To establish the relationship, the average dropout rates of the cohorts from the sampled schools which ranged from 0% to 30% were transformed in three equal levels using the scale: 1 % to 10%, 11% to 20% and 21% to 30. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental involvement were also summarized into frequencies. Thereafter parental involvement and dropout rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 24.

Table 24:

Chi-Square test on the teachers' perceptions on parental involvement and dropout rates

Scale	Value	Df	P-Value
Pearson Chi-Square	9.777[a]	2	.046
N	416		

The association between teachers perception of parental involvement and dropout rates was statistically significant at the 0.05 level, $X^2(2, N = 426) = 9.777, p < 0.05$.

From the findings, the Null hypothesis is rejected and the alternative hypothesis that there is a statistically significant relationship between teachers' perceptions of parental involvement in school affairs and learner dropout in public secondary schools in Bungoma County is accepted. The findings are consistent with the findings of UNICEF (1999) and Horn (1992) whose studies demonstrated that parental decisions do affect children retention in schools. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school.

4.4.3 Relationship between parental involvement in school affairs and Repetition

The study sought to establish the relationship between parental involvement in the management of schools and repetition of grades in public secondary schools and the responses are shown in Table 25.

Table 25:
Teachers' perceptions on parental involvement in school affairs and repetition

Teacher Perceptions	Ratings (n=426)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Parents regular attendance of PTA meeting leads to repetition of grades in school	26.8	52.4	00	10.4	10.4
Parents regular participation in class conferences leads to repetition of grades in school	26.5	52.1	10.3	9.9	1.2
Parents motivation of teachers leads to repetition of grades in school	20.19	57.5	11.8	8.5	1.9
Parents involvement in guidance and counseling leads to repetition of grades	18	54.6	4.4	21	2.0

Table 25 shows that 10.4% and 10.4% of the respondents strongly agreed and agreed respectively with the statement that parents whose children repeat grades in school regularly attend PTA meetings to plan on school development. However, 52.4% and 26.8% of the respondents disagreed and strongly disagreed with the statement.

From Table 25 it is clear that 1.2% and 9.9% of the respondents strongly agreed and agreed respectively with the statement that parents whose children repeat grades in school regularly participate in class conferences on learner academic progress. However, 52.1% and 26.5% of the respondents disagreed and strongly disagreed respectively with the statement while 10.3% were undecided.

It is clear from Table 25 that 1.9% and 8.5% of the respondents strongly agreed and agreed respectively with the statement that parents whose children repeat grades in school are regularly involved in motivating teachers. However, 57.3% and 20.19% of the respondents disagreed and strongly disagreed respectively with the statement while 8.5% of the respondents were undecided on the statement.

Table 25 shows that 2.0% and 21% of the respondents strongly agreed and agreed respectively with the statement that parents whose children repeat grades in school are regularly involved in guidance and counseling of their children. However, 54.6% and 18% of the respondents disagreed and strongly disagreed respectively with the statement while 4.4% of the respondents were undecided on the statement.

The findings agree with the findings of Pelt (2009) whose study established that less supervision by parents tend to make children defy school rules and may lead to expulsion and suspension that impact negatively on internal efficiency of schools.

4.4.4 Teachers' perceptions on parental involvement and repetition rates

The study sought to establish the teachers' perceptions of the relationship between parental involvement in the management of schools and repetition rates in public secondary schools in Bungoma County. To establish the relationship, the average repetition rates of the cohorts from the sampled schools which ranged from 1% to 6% were transformed in three equal levels on 1 % to 2%, 3% to 4% and 5% to 6%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental involvement were also summarized into frequencies. Thereafter parental involvement and repetition rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 26

Table 26:

Chi-square on teachers' perceptions on parental involvement in school affairs and repetition rates

	Value	Df	P-Value
Pearson Chi-Square	9.992[a]	2	0.036
N	426		

The association between teachers' perceptions of parental involvement and repetition rates was statistically significant at the 0.05 level, $X^2(2, N = 426) = 1.992, p < 0.05$.

From the findings, the Null hypothesis is rejected and the alternative hypothesis that there is a statistically significant relationship between teachers' perceptions of parental involvement in school affairs and learner repetition of grades in public secondary schools in Bungoma County is accepted. This significant relationship has the implication that efforts to educate parents on the importance of getting involved in school management are necessary. Similarly, avenues should be created for parents' participation in school affairs. This is likely to reduce repetition hence enhance internal efficiency of schools.

4.4.5 Teachers' perceptions on parental involvement in school affairs and learners progression

The study sought to establish the relationship between parental involvement in school affairs and learners' progression in public secondary schools and the responses are shown in Table 27.

Table 27:
Teachers' perceptions on parental involvement in school affairs and learner progression

Teacher Perceptions	Ratings (n=426)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Parents regular attendance of PTA meetings leads to progression in school	35	50.2	7.0	6.3	1.4
Parents regular participation in class conferences leads to progression in school	38.1	52	4.5	4.7	0.7
Parents motivation of teachers leads to progression in school	27.7	56.3	8.5	6.8	0.7
Parents involvement in guidance and counseling leads to progression in school	29.4	53.4	4.5	10.6	2.1

Table 27 shows that 35% and 50.2% of the respondents strongly agreed and agreed respectively with the statement that parents whose children progress well in school regularly attends PTA meetings to plan on school development. However, 6.3% and 1.4% of the respondents disagreed and strongly disagreed with the statement while 7.0% of the respondents were undecided

Table 27 indicates that 38.1% and 52% of the respondents strongly agreed and agreed respectively with the statement that parents whose children progress well in school, regularly participates in class conferences on learner academic progress. However, 4.7% and 0.7% of the respondents disagreed and strongly disagreed respectively with the statement while 14.8% were undecided

Table 27 shows that 27.7% and 56.3% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents motivate teachers progress well in schools. However, 6.8% and 0.7% of the respondents disagreed and strongly disagreed respectively with the statement while 8.5% of the respondents were undecided

Table 27 shows that 29.4% and 53.4% of the respondents strongly agreed and agreed respectively with the statement that parents whose children progress well in school are

regularly involved in guidance and counseling of their children. However, 10.6% and 2.1% of the respondents disagreed and strongly disagreed respectively with the statement while 4.5% of the respondents were undecided.

These findings show that parental involvement in management of schools enhances progression rates of learners in public secondary schools and it reduces wastage of scarce resources. Therefore it is necessary to put in place strategies that will enhance progression of learners in schools. Such strategies may include encouraging parents to support their children, government agencies to ensure adherence to fees guidelines and school to provide conducive environment to retain learners in schools.

4.4.6 Teachers' perceptions on parental involvement in school affairs and progression rates

The study sought to establish the teachers' perceptions of the relationship between parental involvement in school affairs and progression rates in public secondary schools in Bungoma County. To establish the relationship, the average progression rates of the cohorts from the sampled schools which ranged from 70% to 100% were transformed in three equal levels using the scale: 70 % to 80%, 81% to 90% and 91% to 100%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental involvement were also summarized into frequencies. Thereafter parental involvement and progression rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 28.

Table 28:
Chi-Square tests on teachers perceptions on parental involvement and progression rates

	Value	Df	P- value
Pearson Chi-Square	8.871[a]	2	.0647
N of Valid Cases	426		

The association between teachers perception of parental involvement and progression rate was not statistically significant at the 0.05 level, $X^2(2, N = 426) = 8.871, p > 0.05$.

Therefore the Null hypothesis that there is no statistically significant relationship between teachers' perceptions of parental involvement in schools and progression rates in public secondary schools is accepted.

4.4.7 Teachers' perceptions on parental involvement in school affairs and learners completion

The study sought to establish the relationship between parental involvement in school affairs and learners' completion of school within the required period in public secondary schools in Bungoma County and the responses are shown in Table 29.

Table 29:

Teachers' perceptions on parental involvement in school affairs and learners completion

Teacher Perceptions	Ratings (n=426)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Parents' attendance of PTA meetings leads to completion of school	27.9	56.8	10.1	4.2	0.9
Parents' participation in class conferences leads to completion of school	37	48.3	5.9	7.3	1.4
Parents' motivation of teachers leads to completion of school	31.5	49.5	8	9.9	1.4
Parents' involvement in guidance and counseling leads to completion of school.	24.6	56.8	6.1	9.9	2.6

From Table 29 it is noted that 27.9% and 56.8% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents regularly attend PTA meetings complete school within the required period. However, 4.2% and 0.9% of the respondents disagreed and strongly disagreed respectively with the statement while 10.1% were undecided

It is clear from Table 29 that 37% and 48.3% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents participate in class conferences complete school within the required period. However, 7.3% and 1.4% of the respondents disagreed and strongly disagreed respectively with the statement while 5.9% were undecided

Table 29 indicates that 27.9% and 56.8% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents motivate teachers complete school within the required period. However, 4.2% and 0.9% of the respondents disagreed and strongly disagreed respectively with the statement while 10.1% were undecided

Table 29 shows that 24.6% and 56.8% of the respondents strongly agreed and agreed respectively with the statement that learners whose parents are regularly involved in guidance and counseling of their children complete school within the required period However, 9.9% and 2.6% of the respondents disagreed and strongly disagreed respectively with the statement while 6.1% of the respondents were undecided.

The high percentages of teachers agreeing with the above statements imply that there is a relationship between parental involvement in schools affairs and learners completion of school within the required period. These findings have the implication that schools should inform parents about meetings and encourage them to regularly attend. Class conferences are very critical because teachers and students are given opportunities to discuss issues that are affecting learners. These are likely to enhance completion rates since what would have led to dropout would have been addressed during the conferences. Similarly, motivation of teachers would make them to be friendly and competently perform their duties and this would enhance completion rates. Guidance and counseling of learners could enhance discipline and moral values that could enhance completion rates. These finding are in agreement with the findings of Wilson (2008) who noted that parental support in terms of significant cooperation with teachers is necessary if the students have to attain desired performance to make them complete school successfully. Parents, through their representatives need to aid school management in decision making process and supervise learning patterns of their children in order to make them become an integral part of a successful institution.

4.4.8 Teachers' perceptions on parental involvement in school affairs and completion rates

The study sought to establish the teachers' perceptions of the relationship between parental involvement in the management of schools and completion rates in public secondary schools in Bungoma County. To establish the relationship, the average completion rates of the cohorts from the sampled schools which ranged from 65% to 100% were transformed in five equal levels using the scale: 65 % to 71%, 72% to 78%, 79% to 85%, 86% to 92% and 93% to 99%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental involvement were also summarized into frequencies. Thereafter parental involvement and completion rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 30.

Table 30:
Chi-Square test on teachers' perceptions on parental involvement and completion rates

	Value	Df	P-Value
Pear Chi-Square	9.941[a]	4	0.037
N	426		

The association between teachers' perceptions of parental involvement and completion rate was statistically significant at the 0.05 level, $X^2(2, N = 426) = 8.871, p < 0.05$.

Therefore the Null hypothesis that there is no statistically significant relationship between teachers' perceptions of parental involvement in schools affairs and completion rates in public secondary schools is rejected and the alternative hypothesis that there is a statistically significant relationship between teacher's perceptions of parental involvement in school affairs and completion rates in accepted

4.4.9 Teachers' perceptions on parental involvement and internal efficiency

The study sought to establish the relationship between parental involvement and internal efficiency of public secondary schools. To establish the relationship, the average internal efficiency rates of the cohorts from the sampled schools which ranged from 76.36 to 97.06 were transformed in four equal levels using the scale; 78.36 to 83.17, 83.18 to 87.99, 88.00 to 92.81 and 92.82 to 97.06. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on parental involvement in school affairs were also summarized into frequencies. Thereafter parental involvement and internal efficiency rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 31.

Table 31:
Chi-Square Test on teachers' perceptions on parental involvement and internal efficiency

	Value	Df	P-Value
Pearson Chi-Square	9.185[a]	3	.047
N of Valid Cases	426		

The association between teachers' perceptions of parental involvement and internal efficiency was statistically significant at the 0.05 level, $X^2(2, N = 426) = 9.185, p < 0.05$.

From the findings, the Null hypothesis is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between parental involvement in the management of schools and internal efficiency in public secondary schools in Bungoma County is accepted.

These findings concurs with that of the R.o.K (1988) that supports the involvement of parents in the management of the school system and recommends that issues such as discipline and the general welfare of a school should be one of the roles of parents in an effort to improve management styles of various institutions of learning.

Cooperation between parents and the school administration could contribute to quick development of educational programmes. To accomplish this, continuous dialogue between the parents and the school administration should be cultivated in secondary schools. The result would not just be seen in the end of the term reports but also in increased provision of physical facilities that enhance internal efficiency and academic performance. Pelt, (2009), Kweyu, (2009) and Holford, (2010) also noted that good parental support would include meeting their financial obligations timely at school, sharing in counseling of the child, participating in management issues while attending school functions or conferences. The findings of this study also agree with that of (Nguyo, 2007) who found out that adequate parental support to education management may lead to increased internal efficiency and full realization of students' performance.

Eccesm and Harrold (2009) contend that student achievement is positively associated with parental involvement in school, and that schools that encourage high levels of parent involvement out perform their counterparts where there are lower levels of parental involvement. Fitriah (2012) observes that parent involvement will mobilize and create resources that schools may not be able to generate. Parents and teachers are willing partners in home – school links. Parents and families will be able to pool together local resources that are relevant to the education of their children and influence learners behavior thereby enhancing discipline and minimizing wastage that is occasioned by disciplinary issues. Dohou (2013) believes that when teachers establish close working relationships with family, little by little, we get to know the whole child. Family observations and insights about children inform our teaching and help us better understand children's behavior and hence influence them accordingly.

4.5 Teachers' Perceptions on Learner Discipline and Internal Efficiency

The fourth objective was to establish the relationship between learner discipline and internal efficiency of public secondary schools in Bungoma County. Learner discipline was measured by the activities that learners engage in that could lead to the interruption of their being in school. Such activities included regular attendance of classes, sneaking from school, use of illegal drugs, engaging in sex, becoming pregnant and organizing strikes.

4.5.1 Teachers' perceptions on learners discipline and dropout

The study sought to establish the relationship between learner's discipline and drop out from public secondary schools and the responses are shown in Table 32.

Table 32:
Teachers' perceptions on learners discipline and dropout

Teacher Perceptions	Ratings (n-408)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Regular attendance of classes leads drop out from school	0.5	3.5	0.6	43.3	52.1
Sneaking from school leads to drop out from school	23.5	46.5	4.2	23	2.8
Use of illegal drugs leads to drop out from school	11.2	59.5	12.3	12.3	5.6
Engaging in sex leads to drop out from school	27.9	43.7	6.6	18.3	3.5
Pregnancy leads to drop out from school	29.6	50.9	4.7	11.5	2.2
Participation in strikes leads to drop out from school	25.6	47.7	4.9	17.8	4.0

Table 32 shows that 0.5% and 3.5% of the respondents strongly agreed and agreed respectively with the statement that those learners who regularly attend classes drop out of schools in public secondary schools in Bungoma County. However, 43.3% and 52.1% of the respondents disagreed and strongly disagreed with the statement while 0.6% were undecided. The findings show that those learners who are disciplined and regularly attend classes do not drop out of school. This then implies that learners should be taught the importance of regular attendance of classes. Regular attendance will lead to good academic performance that is likely to keep learners in school hence enhancing internal efficiency of schools. The findings

are consistent with the findings of Ng'eno, Simatwa and Ayodo (2014) whose studies reveal that indisciplined learners drop out of school when they realize that they cannot make it academically.

It is also noted in Table 32 that 23.5% and 46.5% of the respondents strongly agreed and agreed with the statement that learners who always sneak from school drop out of public secondary schools in Bungoma County. However, 23% and 2.8% of the respondents disagreed and strongly disagreed with the statement while 4.2% of the respondents were undecided. These findings reveal that sneaking out of school leads to dropout. This is because the learners miss classes which may result in poor performance. At the same time sneaking may lead to suspension and eventually drop out from school hence internal inefficiency.

It is clear from Table 32 that 11.2% and 59.5% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs drop out of public secondary schools in Bungoma County. However, 12.4% and 5.6% of the respondents disagreed and strongly disagreed respectively with the statement while 12.3% were undecided. These findings reveal that use of illegal drugs lead to dropout from school. This is because those who use these drugs engage in actions such as missing classes, stealing, sneaking out of schools, fighting and even others become mentally affected. All these affect their stay in school hence dropping out of school. The findings agree with the findings of the study carried out by De Planty, Counter and Duchane (2007). (2013) which established that there is a relationship between indiscipline and dropping out of school and that teachers and parents have to work cooperatively to enhance discipline of learners to minimize dropout, thus enhance internal efficiency of schools.

Table 32 shows that 27.9% and 43.7% strongly agreed and agreed respectively with the statement that those learners who engage in sex drop out of public secondary schools in Bungoma County. However, 18.3% and 3.5% of the respondents disagreed and strongly disagreed respectively with the statement while 6.6% were undecided. These findings reveal that engaging in sex leads to dropout. This is because the learner who engages in sex is likely to become pregnant and may drop out of school. It may also lead to early marriages thus impacting negatively on internal efficiency. These findings are consistent with the findings of Uromi (2014) and Nyambura (2000) whose studies reveal that pregnancy is a major factor leading to dropout.

From Table 32, it is clear that 29.6% and 50.9% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant drop out of public secondary schools in Bungoma County. However 15.5% and 3.3% of the respondents disagreed and strongly disagreed respectively with the statement while 4.7% were undecided. The findings reveal that pregnancy leads to dropout. This is because those learners who become pregnant may be expelled from school or suspended. For those who remain in school, their performance is likely to be adversely affected. All these may lead to dropout hence internal inefficiency. The findings agree that of Achoka (2007) whose study reveals that there is a relationship between pregnancy and dropping out of school.

Table 32 shows that 25.6% and 47.7% of the respondents strongly agreed and agreed respectively with the statement that learners who participate in strikes drop out of public secondary schools in Bungoma County. However, 17.8% and 4.0% of the respondents disagreed and strongly disagreed respectively with the statement while 4.9% were undecided. The findings reveal that participation in strike leads to dropout. This is because those who participate are suspended and at times expelled. Regular suspension from school will lead to poor academic performance and poor relations with school management and teachers. These may eventually lead to dropout from school.

4.5.2 Teachers' perceptions on learner discipline and dropout rates

The study sought to establish the teachers' perceptions of the relationship between learner discipline and dropout rates in public secondary schools in Bungoma County. To establish the relationship, the average dropout rate of the cohorts from the sampled schools which ranged from 0% to 30% were transformed in three equal levels using the scale: 1 % to 10%, 11% to 20% and 21% to 30%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and dropout rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 33.

Table 33:
Chi-Square tests on teachers' perceptions on learners' discipline and drop out

	Value	Df	P- Value
Pearson Chi-Square	9.796[a]	2	.046
N of Valid Cases	408		

The association between teachers perception of learner discipline and dropout rates was statistically significant at the 0.05 level, $X^2(2, N = 408) = 1.074, p < 0.05$.

From the findings, the Null hypothesis is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between learner discipline and dropout rates is accepted.

4.5.3 Teachers' perceptions on learners discipline and repetition

The study sought to establish teachers' perceptions of the relationship between learners discipline and repetition of grades in public secondary schools and the responses are shown in Table 34.

Table 34:
Teachers' perceptions on learners discipline and repetition of grades

Teacher Perceptions	Ratings (n=418)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Attendance of classes regularly leads to repetition of grades	28.6	62.9	4.5	3.1	1.7
Sneaking from school leads to repetition of grades	8.2	21.4	9.2	54.9	6.3
Use of illegal drugs leads to repetition of grades	56.6	24.4	12.2	5.9	1.2
Engaging in sex leads to repetition of grades	3.1	19.7	12.7	47.7	17.1
Participation in strikes leads to repetition of grades	4.0	15	8.9	53.5	18.6

Table 34 shows that 1.7% and 3.1% of the respondents strongly agreed and agreed respectively with the statement that those learners who regularly attend classes repeat grades in public secondary schools in Bungoma County. However, 62.9% and 28.6% of the

respondents disagreed and strongly disagreed with the statement while 4.5% were undecided. The findings reveal that regular attendance of classes makes learners not to repeat grades. This is because when learners attend classes their academic performance is likely to be good hence no repetition. This enhances internal efficiency of schools.

It is clear from Table 34 that 6.3% and 54.9% of the respondents strongly agreed and agreed with the statement that learners who always sneak from school repeat grades in public secondary schools in Bungoma County. However, 21.4% and 8.3% of the respondents disagreed and strongly disagreed with the statement while 9.2% of the respondents were undecided. The findings reveal that sneaking from school may result in repetition. Learners who sneak miss classes and this may affect the academic performance negatively. Similarly, they are likely to be suspended and may not adequately cover the content in a given grade hence repetition.

Table 34 shows that 1.2% and 5.9% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs repeat grades in public secondary schools in Bungoma County. However, 24.4% and 56.3% of the respondents disagreed and strongly disagreed respectively with the statement while 12.2% were undecided. These findings reveal that learners who use illegal drugs repeat grades. This is because most of those are suspended or expelled from school are likely to miss end year examinations. When they resume school, they are advised to repeat hence internal inefficiency.

From Table 34, it is noted that 17.1% and 47.7% strongly agreed and agreed respectively with the statement that those learners who engage in sex repeat grades in public secondary schools in Bungoma County. However, 19.7% and 3.1% of the respondents disagreed and strongly disagreed respectively with the statement while 12.4% were undecided. The findings reveal that those learners who engage in sex repeat grades. This is because they are likely to get pregnant. Pregnancy will affect their stay in school and hence performance. When learners are not in school especially during end year examination period, they are usually not promoted to subsequent class hence repetition of grades.

Table 34 shows that 18.6% and 53.5% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant repeat grades in public secondary schools in Bungoma County. However 15% and 4.0% of the respondents disagreed and strongly disagreed respectively with the statement while 8.9% were undecided. These

finding show that there is a relationship between pregnancy and repetition of grades. Pregnancy affects attendance of class hence academic performance. When learners' academic performance is dismal and they didn't attend classes, they are usually advised to repeat grades hence internal inefficiency.

From Table 34, it is clear that 8.9% and 57.3% of the respondents strongly agreed and agreed respectively with the statement that learners who participate in strikes repeat grades in public secondary schools in Bungoma County. However, 11% and 8.5% of the respondents disagreed and strongly disagreed respectively with the statement while 14.3% were undecided. The high percentage of respondents (66.2%) who agreed with the statement reveal that there is a relationship between learners' participation in strike and repetition of grades in public secondary schools. Most learners who participate in strikes are suspended and others expelled. When they seek admission in other schools, some of them usually repeat grades. They usually waste time at home and their academic performance is always negatively affected.

4.5.4 Teachers' perceptions on learner discipline and repetition rates

The study sought to establish the teachers' perceptions of the relationship between learner discipline and repetition rates in public secondary schools in Bungoma County. To establish the relationship, the average repetition rates of the cohorts from the sampled schools which ranged from 1% to 6% were transformed in three equal levels on the scale of 1 % to 2%, 3% to 4% and 5% to 6%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and repetition rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 35

Table 35:
Chi-Square tests on teacher perceptions on learners discipline and repetition rates

	Value	Df	P-Value
Pearson Chi-square	9.849[a]	2	.042
N of Valid Cases	418		

The association between teachers perception of learner discipline and repetition rates was statistically significant at the 0.05 level, $X^2(2, N = 418) = 9.849$, $p < 0.05$.

From this finding, the Null hypothesis is rejected and alternative hypothesis that there is a statistically significant relationship between learner discipline and repetition rates in public secondary schools in Bungoma County is accepted. This statistically significant relationship calls for all stakeholders in education to formulate and implement strategies to enhance discipline in school as this will improve internal efficiency of schools.

4.5.5 Teachers' perceptions on learners discipline and progression

The study sought to establish the relationship between learners' discipline and progression in public secondary schools in Bungoma County and the responses are shown in Table 3

Table 36:
Teachers' perceptions on learners discipline and progression

Teacher Perceptions	Ratings (n=418)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Attendance of classes regularly leads to progression in school	0.6	1.4	2.6	51.6	44.8
Sneaking from school leads to progression in school	41.3	51	1.6	5.4	0.7
Use of illegal drugs leads to progression in school	44.6	46.5	2.6	4.2	2.1
Engaging in sex leads to progression in school	39.2	49.5	4.5	5.0	1.2
Pregnancy leads to progression in school	45.1	45.6	6.1	1.6	1.6
Participation in strikes leads to progression in school	34	36.9	4.7	3.5	0.9

Table 36 shows that 44.8% and 51.6% of the respondents strongly agreed and agreed respectively with the statement that those learners who regularly attend classes progress well in public secondary schools in Bungoma County. However, 1.4% and 0.6% of the respondents disagreed and strongly disagreed with the statement while 2.6% were undecided. The high percentage of respondents (96.4) who agreed with the statement reveals that there is a relationship between regular class attendance and progression in school. Regular attendance enhances academic performance hence progression. This implies that learners should be educated on the importance of regular attendance of classes.

It is clear from Table 36 that 0.7% and 5.4 of the respondents strongly agreed and agreed with the statement that learners who always sneak from school progress well in public secondary schools in Bungoma County. However, 51% and 41.3% of the respondents disagreed and strongly disagreed with the statement while 1.6% of the respondents were undecided. These findings reveal that those learners who sneak do not progress well because they are likely to be suspended or even expelled from school. Similarly their academic performance will be negatively affected and therefore may not progress well.

From Table 36, it is noted that 2.1% and 4.2% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs progress well in public secondary schools in Bungoma County. However, 46.5% and 44.6% of the respondents disagreed and strongly disagreed respectively with the statement while 2.6% were undecided. Use of illegal drugs will affect learners' attendance of school, mentally and academically. All these will affect their progression in school.

Table 36 shows that 1.2% and 5.0% strongly agreed and agreed respectively with the statement that those learners who engage in sex progress well in public secondary schools in Bungoma County. However, 49.5% and 39.2% of the respondents disagreed and strongly disagreed respectively with the statement while 4.5% were undecided. Sex is likely to affect their concentration in studies and hence academic performance. Similarly, those who engage in sex are likely to become pregnant. Consequently, their progression in school in school may be affected.

It is clear from Table 36 that 1.6% and 1.6% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant progress well in public secondary schools in Bungoma County. However 45.6% and 45.1% of the respondents disagreed and strongly disagreed respectively with the statement while 6.1% were undecided. Pregnancy will affect progression since the affected learners are likely to repeat grades or to drop out of school, thus impacting negatively on internal efficiency. The findings are in agreement with the findings of Ng'eno, Simatwa and Ayodo (2014) whose study revealed that pregnancy and early marriages do affect dropout and repetition hence progression rates. This finding has the implication that learners should be educated on the consequences of teenage sex and pregnancies.

Table 36 shows that 0.9% and 3.5% of the respondents strongly agreed and agreed respectively with the statement that learners who participate in strikes progress well in public

secondary schools in Bungoma County. However, 36.9% and 54% of the respondents disagreed and strongly disagreed respectively with the statement while 4.7% were undecided. The high percentage of respondents (90.9%) who disagreed with the statement shows that there is a relationship between participation in strikes and progression. Those who participate do not progress well because they are likely to be suspended or expelled from school. This affects internal efficiency in that it lowers the schools' capacity to retain all learners in school. The investment that would have been incurred on the learner will go to waste.

4.5.6 Teachers' perceptions on learners discipline and progression rates.

The study sought to establish teachers' perceptions of the relationship between learner discipline and progression rates of learners in public secondary schools. In order to determine the relationship between learner discipline and students' progression rate, the average progression rates of the cohorts from the sampled schools which ranged from 70% to 100% were transformed in three equal levels using the scale: 70 % to 80%, 81% to 90% and 91% to 100%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and progression rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 37.

Table 37:

Chi-Square tests on teachers' perceptions on learners discipline and progression rates

	Value	Df	P-Value
Pearson Chi-Square	9.904[a]	2	.039
N of Valid Cases	418		

The association between teachers perception of learner discipline and progression rate was statistically significant at the 0.05 level, $X^2(2, N = 418) = 9.904, p < 0.05$.

From the findings above, the Null hypothesis is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between learner discipline and progression rates in public secondary schools in Bungoma County is accepted.

4.5.7 Teachers' perceptions on learners discipline and completion

The study sought to establish teachers' perceptions of the relationship of learners' discipline and completion of school within the required period in public secondary schools and the responses are shown in Table 38.

Table 38:
Teachers' perceptions on learners discipline and completion

	Ratings (n=418)				
Teacher Perceptions	**Strongly Disagree %**	**Disagree %**	**Undecided %**	**Agree %**	**Strongly Agree %**
Attendance of classes regularly leads to completion of school	0.9	3.1	2.6	47.2	46.5
Sneaking from school leads to completion of school	33.4	52.7	8.9	3.3	1.7
Use of illegal drugs leads to completion of school	3.5	18.3	6.6	43.7	27.9
Engaging in sex leads to completion of school	39.0	42.5	10.8	6.3	1.4
Pregnancy leads to completion of school	50.0	43.0	2.3	2.1	2.6
Participation in strikes leads to completion of school	47.7	43.9	4.2	2.6	1.6

Table 38 shows that 46.5% and 47.2% of the respondents strongly agreed and agreed respectively with the statement that those learners who regularly attend classes complete school within the required period in public secondary schools in Bungoma County. However, 3.1% and 0.9% of the respondents disagreed and strongly disagreed with the statement while 2.3% were undecided. The high percentage of respondents (94.7%) who agreed with the statement reveals that there is a relationship between regular attendance of school and completion. The findings therefore imply that learners should be educated on the significance of regular attendance in relation to completion within the required period.

From Table 38, it is clear that 1.7% and 3.3% of the respondents strongly agreed and agreed with the statement that learners who always sneak from school complete school within the required period in public secondary schools in Bungoma County. However, 52.7% and 33.4% of the respondents disagreed and strongly disagreed with the statement while 8.9% of the respondents were undecided. The findings reveal that those learners who sneak do not

complete within the required period. This is because they are likely to be suspended or expelled from school. This is likely to delay their completion of school within the required period.

It is noted from Table 38 that 27.9% and 43.7% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs complete school within the required period in public secondary schools in Bungoma County. However, 18.3% and 3.5% of the respondents disagreed and strongly disagreed respectively with the statement while 6.6% were undecided. These findings show that use of drugs has a relationship with completion. Learners who use drugs are likely to engage in activities that may affect their completion. Such activities include sneaking from school, failure to attend classes, fighting, stealing money to buy drugs and deserting school.

Table 38 shows that 1.4% and 6.3% strongly agreed and agreed respectively with the statement that those learners who engage in sex complete school within the required period in public secondary schools in Bungoma County. However, 42.5% and 39% of the respondents disagreed and strongly disagreed respectively with the statement while 10.8% were undecided. This finding reveals that sex has a relationship with completion. Those who engage in sex may become pregnant or get diseases that may affect their stay in school. Learners should therefore be educated on the adverse effects of engaging in pre mature sex.

It is revealed from Table 38 that 2.6% and 2.1% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant complete school within the required period in public secondary schools in Bungoma County. However 43% and 50% of the respondents disagreed and strongly disagreed respectively with the statement while 2.3% were undecided. The findings reveal that pregnancy makes learners not to complete school within the required period. This is because those learners who become pregnant drop out of school, get married or repeat grades. This finding is consistent with the findings of Uromi (2014) whose study established pregnancy contributes to dropout hence non completion of school.

It is shown from Table 38 that 1.6% and 2.6% of the respondents strongly agreed and agreed respectively with the statement that learners who organize strikes complete school within required period in public secondary schools in Bungoma County. However, 43.9% and 47.7% of the respondents disagreed and strongly disagreed respectively with the statement while 4.2% were undecided. The high percentage of respondents (91.6%) who disagreed with the

statement reveal that participation in strikes does affect completion of learners within the required period. This is because those who engage in strikes are likely to be suspended or expelled

4.5.8 Teachers' perceptions on learners discipline and completion rates

The study sought to establish the teachers' perceptions of the relationship between learner discipline and completion rates in public secondary schools in Bungoma County. To establish the relationship, the average completion rate of the cohorts from the sampled schools which ranged from 65% to 100% were transformed in five equal levels using the scale: 65 % to 71%, 72% to 78%, 79% to 85%, 86% to 92% and 93% to 99% were transformed in five equal levels. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and completion rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 39.

Table 39:
Chi-Square tests on teachers' perceptions on learners discipline and completion rates

	Value	Df	P –Value
Pearson Chi-Square	9.477[a]	4	.043
N of Valid Cases	418		

The association between teachers perception of learner discipline and completion rates was statistically significant at the 0.05 level, $X^2(2, N = 418) = 9.477, p < 0.05$.

From these findings, the Null hypothesis is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between learner discipline and completion rates in public secondary schools in Bungoma County is accepted.

4.5.9 Teachers' perceptions on learners discipline and internal efficiency

The study sought to establish the relationship between learner discipline and internal efficiency. In order to determine the relationship, the average internal efficiency rates of the cohorts from the sampled schools which ranged from 76.36 to 97.06 were transformed in four equal levels using the scale; 78.36 to 83.17, 83.18 to 87.99, 88.00 to 92.81 and 92.82 to 97.06. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter

learner discipline and internal efficiency rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 40.

Table 40:
Chi-Square tests on learners' discipline and internal efficiency

	Value	df	P-Value
Pearson Chi-Square	9.824[a]	3	.044
N of Valid Cases	418		

The association between teachers perception of learner discipline and internal efficiency was statistically significant at the 0.05 level, $X^2(2, N = 418) = 9.824, p < 0.05$.

From these finding, the Null hypothesis is rejected and the alternative hypothesis that there is a statistically significant relationship between learner discipline and internal efficiency of public secondary schools in Bungoma County is accepted.

The findings are consistent with those of Achoka (2007) and R.o.K (2003) whose studies established that indiscipline issues such as drug abuse led to dropout from schools. Ng'eno, Simatwa and Ayodo (2014) also found out that indiscipline led to dropout from school in Kericho District. They noted that indiscipline affected boys more than girls. More boys become indisciplined when they realize that they cannot make it academically. In essence such indisciplined students use this option to drop out of school so that they join fellow peers as touts in bus parks, hawking and hotel business as attendants. The findings show efforts are required to enhance discipline in schools. Such efforts will include strengthening guidance and counseling in schools, involving parents actively in school management and training teachers effectively to deal with discipline issues in schools.

4.5.10 Suspension from school

The study sought to establish teachers' perceptions on whether there are students who were suspended from schools during 2005 to 2012 period. The responses are shown in the Table 41

Table 41:
Students suspension from schools for the period 2005 to 2012

Teachers Responses	Frequency	Percentage
Yes	389	91.74
No	35	8.25
Total	**424**	**100.00**

From Table 41, 91.74% of the respondents accepted that there are incidences of suspension from their schools while 8.25% said that there are no suspensions.

4.5.11 Reasons for suspension

The study sought to establish from teachers discipline issues that led to suspension of learners. The responses are shown in Table 42

Table 42:
Reasons for suspension

Teachers Responses	Frequency	Percentage
Theft	342	80.66
Sneaking from school	356	83.96
Abuse of drugs	210	49.52
Assault	363	85.61
Possession of mobile phone	186	43.86
Organizing strikes	136	32.07
Disrespect of staff	234	55.18
Failure to observe school routine	126	29.71
Missing classes	126	29.71
Reporting to school late	138	32.54
Love affairs	168	39.62

From Table 42 there is an array of factors leading to suspension from schools in Bungoma County. Among the factors are: assault to teachers and to other students at 86% of the respondents; sneaking from school at 84%, theft at 81%; disrespect of staff at 55%; abuse of drugs at 50% and possession of mobile phones at 43.86%. Other factors leading to suspension as cited by the respondents were organizing strikes (32%), reporting to school late (33%), love affairs (40%), failure to observe school routine (30%) and missing classes (30%).

4.5.12 Expulsion of students from school

The study sought to find out from teachers whether there are students who were expelled from schools for the period 2005 to 2012. The responses are presented in Table 43.

Table 43:
Expulsion of students from schools in Bungoma County for the 2005 to 2012 period

Teachers responses	Frequency	Percentage
Yes	208	49.06
No	216	50.94
Total	**424**	**100.00**

From Table 43, 49.06% of the respondents noted that there were students who were expelled from schools while 50.94% stated that there were no expulsions perhaps due to tedious procedures and legal hurdles involved in the expulsion of students.

4.5.13 Reasons for Expulsion

The study sought to establish discipline issues that led to expulsion of students from school and the responses of 208 respondents who indicated that there were expulsions are presented in Table 44

Table 44:
Reasons for expulsion

Teachers' responses	Frequency	Percentage
Sneaking from school	70	33.65
Theft	112	53.84
Teacher assault	182	87.5
Organizing strikes	98	47.11
Drug abuse	196	94.23
Chronic absenteeism	77	37.01
Pregnancy	42	20.19
Abortion	20	9.61
Lesbianism	30	14.42
Refusal to be punished	63	30.28

From Table 44, discipline issues that led to expulsion were: drug abuse (94%); teacher assault (88%); theft (54%); organizing strikes (47%), chronic absenteeism (37%); and refusal to be punished (30%). Other factors that led to expulsion were sneaking from school (34%), Lesbianism (14%) and abortion (10%).

From these findings, it is clear that discipline issues are affecting internal efficiency of schools negatively. It is therefore imperative for educators to study the causes of indiscipline in schools with a view to finding lasting solutions.

Barkish (1977) notes that moral values and norms in the society influence the behavior and character of an individual. He observes that religion changes an individual's life but according to Achoka (2007) religious studies in secondary schools are made optional and in some schools are not offered at all. This means that the influence of religion may not be felt in schools. She also notes that home environment and poor parenting styles used by parents cause indiscipline in school. Neglective parenting makes a child feel neglected and tries to evade by involving in anti-social behavior leading to indiscipline. These causes were also identified by African Journal of Education and Technology (2012) and R.o.K (1991) whose studies established that neglective parenting, absentee parents and giving their children excess pocket money make children to be indiscipline in schools.

MoEST (2001) identifies lack of guidance and counseling, peer pressure, teachers' strike and poor teacher-learner relationship as the main causes of indiscipline in schools. Fadhili (2005) attributes indiscipline to lack of dialogue between the administrators and the students. Most head teachers adopt master/servant, superior/inferior attitude in dealing with students. They rarely listen to students grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding. It eventually leads to frustration and violence manifested in strikes. Therefore opportunities should be provided where teachers, students and administrators can sit down and discuss issues affecting their school freely without inhibition, intimidation or victimization.

Valley (2001) points out that parents are the first link in effective school discipline practices. She avers that parents who are involved in their children's daily school lives have a better understanding of what is acceptable and expected in the school environment. In view of this, parents and the community must therefore, help enhance student discipline in the following ways:

i. Parental education should be organized by schools to educate parents in their role in enhancing school discipline
ii. Parents should be informed that they are better placed to handle the social and psychological development of their children than teachers whose role is supplementary

iii. Parents should not frustrate their children when they don't meet their aspirations because frustrated children are prone to drug abuse and other forms of unacceptable behavior
iv. Parents should be involved in academic progress and discipline of their children
v. Parents should give their children reasonable amount of pocket money in order to avoid the unnecessary indiscipline which is brought about by excess or little pocket money
vi. Parents should be sensitized to take up their roles in fee payment, though the government should increase grants through bursaries to support them.

4.6 Teachers' Perceptions on Learners Academic Performance and Internal Efficiency.

The fifth objective sought to establish the relationship between learner academic performance and internal efficiency of public secondary schools in Bungoma County. Academic performance was measured in terms of poor, fair, good and excellent performance.

4.6.1 Teachers' perceptions on learners academic performance and drop out

The study sought to find out the relationship between poor academic performance and dropout of learners in public secondary schools in Bungoma County. Table 45 shows the responses.

Table 45:
Teachers' perceptions on learner academic performance and drop out

Teacher Perceptions	Ratings (n=413)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Poor academic performance leads to drop out from school	20.2	45.3	6.3	23.7	4.5
Fair academic performance leads to drop out from school	1.6	6.8	19.2	64.3	8.1
Good academic performance leads to drop out from school	0.9	3.1	1.6	32.9	61.5
Excellent academic performanc e leads to drop out from school	1.9	3.5	1.9	30	62.7

Table 45 shows that 20.2% and 45.3% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is poor drop out of

public secondary schools in Bungoma County. However, 23.7% and 4.5% disagreed and strongly disagreed respectively with the statement while 6.3% of the respondents were undecided. These finding shows that poor academic performance leads to dropout of learners from school. The findings are consistent with the findings of Epstein (2012) whose study shows a correlation of increased levels of parent involvement in student's achievement as well as improved attendance and reduced dropout rates. Similarly, The Michigan Department of Education (Alotoree, 2009) in a research found out that where parents are involved, there are higher grades and graduation rates, better school attendance, increased motivation to learn and fewer instances of deviant behavior.

It is noted from Table 45 that 1.6% and 6.8% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is fair drop out of public secondary schools in Bungoma County. However, 64.3% and 8.1% disagreed and strongly disagreed respectively with the statement while 19.2% of the respondents were undecided. These findings reveal that learners whose academic performance is fair do not drop out of school.

It is clear from Table 45 that 0.9% and 3.1% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is good drop out of public secondary schools in Bungoma County. However, 32.9% and 61.5% disagreed and strongly disagreed respectively with the statement while 1.6% of the respondents were undecided. The high percentage of respondents (94.4%) who disagreed with the statement shows that learners whose academic performance is good do not drop out of school. These findings imply that education stakeholders should come up with strategies for improving learners' academic performance if internal efficiency is to be enhanced.

Table 45 shows that 1.9% and 3.5% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is excellent complete drop out of public secondary schools in Bungoma County. However, 30% and 62.7% disagreed and strongly disagreed respectively with the statement while 4.7% of the respondents were undecided. Learners whose academic performance is excellent do not drop out of school. This is because they are motivated to be in school by their performance. Therefore it is critical for educators to formulate strategies for enhancing excellent academic performance.

4.6.2 Teachers' perceptions on learners academic performance and dropout rates

The study sought to establish the teachers' perceptions of the relationship between learner academic performance and dropout rates in public secondary schools in Bungoma County. To establish the relationship, the average dropout rates of the cohorts from the sampled schools which ranged from 0% to 30% were transformed in three equal levels using the scale: 1 % to 10%, 11% to 20% and 21% to 30%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner academic performance were also summarized into frequencies. Thereafter learner academic performance and dropout rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 46.

Table 46:
Chi-Square tests on teachers' perceptions on learners academic performance and dropout rate

	Value	Df	P-Value
Pearson Chi-Square	4.491[a]	2	.106
N of Valid Cases	413		

The association between teachers perception on learner academic performance and dropout rate was not statistically significant at the 0.05 level, $X^2(2, N = 413) = 4.491, p > 0.05$.

From this finding, the Null hypothesis that there is no statistically significant relationship between learner academic performance and dropout rates is accepted.

4.6.3 Teachers' perceptions of the relationship between learners academic performance and repetition in public secondary schools in Bungoma County

The study sought to establish teachers' perceptions of the relationship between learner academic performance and repetition of grades in public secondary schools in Bungoma County and the responses are shown on Table 47

Table 47:
Teachers' perceptions on learners academic performance and repetition

Teachers perceptions	Ratings (n=423)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Poor academic performance leads to repetition of grades	21.6	55	11	10.8	1.6
Fair academic performance leads to repetition of grades	1.8	12.9	5.2	64	16
Good academic performance leads repetition of grades	0.9	1.4	3.7	46	48
Excellent academic performance leads to repetition of grades	1.4	2.6	00	38	58

Table 47 shows that 21.6% and 55% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is poor repeat grades in public secondary schools in Bungoma County. However, 10.8% and 1.6% of the respondents disagreed and strongly disagreed respectively with the statement while 11% of the respondents were undecided. These findings show that poor academic performance leads to repetition. Most learners who perform dismally in academics are advised to repeat thus affecting internal efficiency negatively

It is noted in Table 47 that 1.8% and 12.9% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is fair repeat grades in public secondary schools in Bungoma County. However, 64% and 16% of the respondents disagreed and strongly disagreed respectively with the statement while 5.2% of the respondents were undecided. The findings reveal that learners whose academic performance is fair do not repeat grades

It is clear from Table 47 that 0.9% and 1.4% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is good repeat grades in public secondary schools in Bungoma County. However, 46% and 48% of the respondents disagreed and strongly disagreed respectively with the statement while 3.7% of the respondents were undecided. The findings reveal learners whose academic performance is good do not repeat grades.

Table 47 shows that 1.4% and 2.6% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is excellent repeat grades in public secondary schools in Bungoma County. However, 38% and 58% of the respondents disagreed and strongly disagreed respectively with the statement. The findings reveal that learners whose academic performance is excellent do not repeat grades hence enhancing internal efficiency. It is therefore vital for educators to find strategies for improving learners' academic performance as it will reduce repetition and enhance internal efficiency of schools.

4.6.4 Teachers' perceptions on learners academic performance and repetition rates

The study sought to establish the teachers' perceptions of the relationship between learner academic performance and repetition rates in public secondary schools in Bungoma County. To establish the relationship, the average repetition rates of the cohorts from the sampled schools which ranged from 1% to 6% were transformed in three equal levels on the scale of 1 % to 2%, 3% to 4% and 5% to 6%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner academic performance were also summarized into frequencies. Thereafter learner academic performance and repetition rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 48

Table 48:
Chi-Square tests on teachers' perceptions on learners academic performance and repetition rates.

	Value	Df	P – Value
Pearson Chi-Square	4.052[a]	2	.132
N of Valid Cases	423		

The association between teachers perception of learner academic performance and repetition rate was not statistically significant at the 0.05 level, $X^2(2, N = 423) = 4.052, p > 0.05$.

From this finding, the Null hypothesis that there is no a statistically significant relationship between learner academic performance and repetition is accepted.

4.6.5 Teachers' perceptions on learners academic performance and learner progression

The study sought to establish the relationship between learners' academic performance and learner progression in public secondary schools in Bungoma County and the responses are shown on Table 49.

Table 49:
Teachers' perceptions on learners academic performance and learners progression.

Teacher Perceptions	Ratings (n=423)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Poor academic performance leads to progression in school	2.1	3.6	1.4	56.3	36.6
Fair academic performance leads to progression in school	6.6	61.5	8.4	19	4.5
Good academic performance leads progression in school	24.4	70	1.6	1.9	2.1
Excellent academic performance leads progression in school	65.2	27.2	4	0.5	3.1

From the Table 49 above, 2.1% and 3.6% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is poor progress well in public secondary school in Bungoma County. However, 56.3% and 36.6% of the respondents disagreed and strongly disagreed respectively with the statement and 1.4% were undecided. The high percentage of respondents (92.9%) who disagreed with the statement reveals that learners whose academic performance is poor do not progress well in school.

It is clear from Table 49 that 6.6% and 61.5% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is fair progress well public secondary school in Bungoma County. However 19% and 4.5% of the respondents disagreed and strongly disagreed respectively with the statement and 8.4% were undecided. These findings reveal that learners whose academic performance is fair progress in well in school

From Table 49, it is revealed that 24.4% and 70% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is good progress well in school in Bungoma County. However 1.9% and 2.1% of the respondents disagreed and strongly disagreed respectively with the statement and 1.4% were undecided.

It is noted from Table 49 that 65.2% and 27% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is good progress well in school in Bungoma County. However 0.5% and 3.1% of the respondents disagreed and strongly disagreed respectively with the statement and 4% were undecided. The findings reveal that learners whose academic performance is good and excellent progress well in school. Therefore there is a need for stakeholders in education to formulate and implement effective strategies to improve learner academic performance if internal efficiency is to be enhanced.

4.6.6 Teachers' perceptions on learners academic performance and progression rates

The study sought to establish the teachers' perceptions of the relationship between learner academic performance and progression rates in public secondary schools in Bungoma County. To establish the relationship, the average progression rates of the cohorts from the sampled schools which ranged from 70% to 100% were transformed in three equal levels using the scale: 70 % to 80%, 81% to 90% and 91% to 100%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner academic performance were also summarized into frequencies. Thereafter learner academic performance and progression rates were cross tabulated using the Chi-square. Chi-square tests are shown in Table 50

Table 50:
Chi-Square tests on teachers' perceptions on learner academic performance and progression rates

	Value	Df	P-Value
Pearson Chi-Square	6.587[a]	2	.037
N of Valid Cases	423		

The association between teachers' perceptions of learner academic performance and progression rate was statistically significant at the 0.05 level, $X^2(2, N = 423) = 6.587$, $p < 0.05$.

From these findings, the Null hypothesis is rejected and therefore the Alternative hypothesis that there is a statistically significant relationship between learner academic performance and learner progression in public secondary schools in Bungoma County is accepted. The statistically significant relationship has the implication that educators and policy makers in

education should come up with strategies to enhance learners' academic performance as this would enhance progression rates hence internal efficiency.

4.6.7 Teachers' perceptions on academic performance and learner completion

The study sought to establish the relationship between learners' academic performance and completion of school within the required period in public secondary schools in Bungoma County and the responses are shown on Table 51.

Table 51:
Teachers' perceptions on learners academic performance and learner completion of school within the required period

Teacher Perceptions	Ratings (n=423)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Poor academic performance leads to completion of school	1.6	7.5	4.7	55.4	30.8
Fair academic performance leads to completion of school	4	76.3	9.6	8.5	1.6
Good academic performance leads to completion of school	35	59.4	1.4	3.0	1.2
Excellent academic performance leads to completion of school	78.2	17.4	2.5	0.9	1.4

Table 51 shows that 1.6 % and 7.5% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is poor complete school within the required period in Bungoma County. However 55.4% and 30.8% of the respondents disagreed and strongly disagreed respectively with the statement and 4.7% were undecided. The findings reveal that learners whose performance is poor do not complete within the required period. This is because some of them may repeat while others do drop out of school.

Table 51 reveals that 4% and 76.3% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is fair complete school within the required period in Bungoma County. However 8.5% and 1.6% of the respondents disagreed and strongly disagreed respectively with the statement and 9.6% were

undecided. This finding reveal that those learners whose performance is fair complete school within the required period.

Table 51 establishes that 35% and 59.4% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is good complete school within the required period in Bungoma County. However 3.0% and 1.2% of the respondents disagreed and strongly disagreed with the statement and 1.4% were undecided.

Table 51 shows that 78.2% and 17.4% of the respondents strongly agreed and agreed respectively with the statement that learners whose academic performance is excellent complete school within the required period of time in public secondary school in Bungoma County. However 0.9% and 1.4% of the respondents disagreed and strongly disagreed respectively with the statement and 2.5% were undecided. These findings reveal that learners whose performance is good and excellent complete school within the required period. This is because they do not repeat grades to delay their completion.

4.6.8 Teachers' perceptions on academic performance and completion rates

The study sought to establish the teachers' perceptions of the relationship between learner academic performance and completion rates in public secondary schools in Bungoma County. In order to establish the relationship, , the average completion rates of the cohorts from the sampled schools which ranged from 65% to 100% were transformed in five equal levels using the scale: 65 % to 71%, 72% to 78%, 79% to 85%, 86% to 92% and 93% to 99%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner academic performance were also summarized into frequencies. Thereafter learner academic performance and completion rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 52.

Table 52:
Chi square test on teachers' perceptions on learner academic performance and completion rates

	Value	Df	P-Value
Pearson Chi-Square	9.592[a]	4	.048
N of Valid Cases	423		

The association between teachers perception of learner academic performance and completion rate was statistically significant at the 0.05 level, $X^2(2, N = 423) = 9.592$, $p < 0.05$.

From these findings, the Null hypothesis is rejected and therefore the Alternative hypothesis that there is a statistically significant relationship between learner academic performance and learners progression rates in public secondary schools in Bungoma County is accepted. The statistically significant relationship implies that education stakeholders should put in place strategies to enhance learners' academic performance as this will improve completion rates hence internal efficiency.

4.6.9 Teachers' perceptions on learners academic performance and internal efficiency

The study sought to establish teachers' perceptions of the relationship between learner academic performance and internal efficiency of public secondary schools in Bungoma County. In order to determine the relationship, the average internal efficiency rates of the cohorts from the sampled schools which ranged from 76.36 to 97.06 were transformed in four equal levels using the scale; 78.36 to 83.17, 83.18 to 87.99, 88.00 to 92.81 and 92.82 to 97.06. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner academic performance were also summarized into frequencies. Thereafter learner academic performance and internal efficiency rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 53.

Table 53:
Chi-Square tests on teachers' perceptions on learners academic performance and internal efficiency

	Value	Df	P-Value
Pearson Chi-Square	11.322[a]	3	.010
N of Valid Cases	423		

The association between teachers perception of learner academic performance and internal efficiency was statistically significant at the 0.05 level, $X^2(2, N = 423) = 11.322, p < 0.05$.

From this finding, the Null hypothesis is rejected and therefore the Alternative hypothesis that there is a statistically significant relationship between learner academic performance and internal efficiency of public secondary schools in Bungoma County is accepted.

The statistically significant relationship reveals that learner academic performance has a relationship with internal efficiency. Those learners whose performance is poor drop out of school and repeat grades, thus impacting negatively on internal efficiency. Learners whose performance is fair and above progress well and complete school within the required period

thus enhancing internal efficiency. These findings therefore imply that educators and policy makers in education should devise appropriate strategies to enhance learner's academic performance if internal efficiency of schools is to be enhanced.

4.7 Teachers' Perceptions on Learners Gender and Internal Efficiency

The sixth objective sought to establish the relationship between learners' gender and internal efficiency of public secondary schools in Bungoma County. Gender in this study means being a girl of a boy. Items that measured differences between boys and girls included parents' preference for a girl or a boy and how teachers perceive a boy and a girl in terms of drop out, repetition, progression and completion.

4.7.1 Teachers' perceptions on gender and internal efficiency

The study sought to establish teachers' perceptions of the relationship between learners' gender and internal efficiency of public secondary schools in Bungoma County and the responses are shown in Table 54.

Table 54:
Teachers' perceptions on learner gender and internal efficiency

Teacher Perceptions	Ratings (n=415)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Boys rate of repetition of grades is higher than that of boys	2.8	9.4	17.1	61.3	9.4
Boys rate of dropout from is higher than that of girls	1.9	11.5	12.4	55.6	18.6
Parents prefer the education of boys to that of girls	5.4	54.9	12	21.8	5.9
Parents prefer the education of girls to that of boys	1.2	7.5	17.4	63.6	10.3
Girls' rate of progression in school is higher than that of boys	0.2	5.9	10.1	57	26.8
Girls' rate of completion of school is higher than that of boys	0.0	5.6	7.3	65.3	21.8

Table 54 shows that 2.8% and 9.2% of the respondents strongly agreed and agreed respectively with the statement that boys rate of repetition of grades is higher than that of girls while 61.3% and 9.4% disagreed and strongly disagreed with the statement. It also shows that 17.1 of the respondents were undecided on the statement. The findings show that

more girls than boys repeat grades in Bungoma County. This situation could be due to pregnancies that compel girls to repeat grades. Efforts therefore, should be directed towards educating girls to avoid actions that can lead to pregnancies.

Table 54 shows that 1.9% and 11.5% of the respondents strongly agreed and agreed respectively with the statement that boys rate of drop out from school is higher than that of girls while 55.6% and 18.6% of the respondents disagreed and strongly disagreed respectively with the statement. It also shows that 12.4% of the respondents were undecided. The findings show that more girls than boys drop out of school. This could be due to pregnancies and early marriages which affect more girls than boys. Similarly, some parents prefer boys' education to that of girls. So when resources become scarce at the household level, the girl child is likely to be sacrificed. These findings are consistent with the findings of Uromi (2014) and Achoka (2007) whose studies established that girls drop out of school due to pregnancy, early marriages and poverty at the household levels.

Table 54 shows that 60.3% of the respondents agreed with the statement that parents prefer the education of boys to that of girls while 27.7% disagreed with the statement. It also shows that 12% of the respondents were undecided. The findings are in agreement with the findings of Obare (2004) whose study established that parents in Nyamira District prefer to educate a boy than a girl even if the girl's academic performance is better than that of the boy.

Table 54 shows that 1.2% and 7.5% of the respondents strongly agreed and agreed respectively with the statement that parents prefer the education of girls to that of boys while 63.6% and 10.3% disagreed and strongly disagreed respectively with the statement. It also shows that 17.4% of the respondents were undecided.

Table 54 shows that 0.2% and 5.9% of the respondents strongly agreed and agreed respectively with the statement that girls rate of progression is higher than that of boys while 57% and 26.8% disagreed and strongly disagreed respectively with the statement. It also shows that 10.1% of the respondents were undecided. These findings reveal that in Bungoma County girls' rate of progression is lower that of boys. This could be attributed to pregnancy and early marriages that affect girls.

Table 54 shows that 5.6% of the respondents agreed with the statement that girls rate of progression is higher than that of boys while 65.3% and 21.8% of the respondents disagreed and strongly disagreed with the statement. It also shows that 7.3% of the respondents were

undecided. The findings reveal that there is gender disparity in relation to completion rates. More boys than girls complete school within the required period. Therefore there is a need for gender specific strategies to address the disparity.

4.7.2 Factors influencing girls dropout from public secondary schools in Bungoma County

The study sought to establish factors influencing dropout of girls from public secondary schools in Bungoma County. The responses are presented in Table 55

Table 55:
Factors influencing girls' dropout from public secondary schools in Bungoma County

Factors influencing girls' drop out	Frequency	Percentage
Parental inclination towards boys	264	62.26
Poverty	372	88.21
Pregnancy	234	55.19
Counseling	48	11.32
Early marriage	156	36.79
Home chores	132	31.13
Discipline	48	11.32
Poor performance	72	16.98
Health issues	24	5.66
Love affairs	66	15.57

From Table 55, factors leading to girls' dropout from school were: poverty (88%), parental inclination towards the education of a boy child (62%), pregnancy (55%), early marriages (37%), home chores (31%), poor performance (17%), love affairs in schools (16%) and sickness (6%). These findings are consistent with that of Mbatia (2006) whose study established that low enrolment and retention of girls is attributable to poor school environment, including lack of sanitation facilities that provide privacy for the girls, rudimentary shelters and poor safety standards. Wanyoike (2003) established that peer groups if not well guided can lead to substance abuse, early sex and unwanted pregnancies which lead to dropping out of school. Similarly, Aftin (2012) notes that academically weak students opt to drop out of school than be compelled to repeat in certain classes while their peers progress. The findings are in tandem with the findings of Ombongi (2008) whose study established that household chores like fetching firewood, water, baby sitting overwhelm girls and some of them opt to drop out of school.

4.7.3 Factors influencing girls' repetition in public secondary schools in Bungoma County

The study sought to establish factors influencing girls' repetition and the responses are presented in Table 56.

Table 56:
Factors influencing girls' repetition in public secondary schools in Bungoma County

Teachers' responses	Frequency	Percentage
Poor performance	300	70.75
Absenteeism due to fees	354	83.49
Pregnancy	396	93.40
Discipline	108	25.47
Parent/student decision	78	18.40
Home chores	78	18.40
Negative attitude towards education	84	19.81
Peer pressure	24	5.66

From Table 56, the factors influencing girls' repetition in public secondary schools in Bungoma County are: pregnancy (93%), absenteeism due to fees (83%), poor performance (71%), indiscipline (25%), negative attitude towards education of a girl child (20%), parent/student decision and home chores (18%) and peer pressure (6%).

4.7.4 Factors influencing boys' dropout from schools in Bungoma County

The study sought to establish factors influencing boys' drop out from school and the responses are presented in Table 57.

Table 57:
Factors influencing boys' dropout from public secondary schools in Bungoma County

Teachers responses	Frequency	Percentage
Poor performance	196	46.23
Absenteeism	56	13.21
Poverty	294	69.34
Discipline	392	92.45
Drug use	280	66.04
Parental neglect	126	29.72
Child labour	154	36.32
Fighting in school	24	5.66
Love affairs	36	8.49
Peer influence	154	36.32

From Table 57, factors influencing boys' dropout from public secondary schools in Bungoma County are: indiscipline (92.45%), poverty (69.34%), drug abuse (66.04%), poor academic performance (46.23%), child labour (36.32%), Peer influence (36.32%), absenteeism (13.21%), Love affairs (8.49%) and fighting in school (5.66%). This finding is in tandem with the finding of Achoka (2007) whose study established that poverty and indiscipline did affect boys' dropout from school. Wanyoike (2003) avers that student peer groups if not well guided can lead to substance abuse, early sex which may lead to dropping out of school. Academically weak students opt to drop out of school than be compelled to repeat in certain classes while their peers progress (Aftin, 2012) .

4.7.5 Factors influencing boys repetition of grades in public secondary schools in Bungoma County

The study sought to establish factors influencing boys' repetition and the responses are presented in Table 58.

Table 58:
Factors influencing boys repetition

Teachers' responses	Frequency	Percentage
Indiscipline	310	73.11
Poor academic performance	308	72.64
Fees problems	336	79.25
Parent / student decision	70	16.51
Child labour	98	23.11

From Table 58, factors influencing boys repetition are: fees problems (79%), indiscipline (73%), poor academic performance (73%) child labour (23%) and parent/student decision at 17%

4.7.6 Teachers' perceptions on learners gender and dropout rates

The study sought to establish teachers' perceptions of the relationship between learner gender and dropout rates in public secondary schools in Bungoma County. To establish the relationship, the average dropout rates of the cohorts from the sampled schools which ranged from 0% to 30% were transformed in three equal levels using the scale: 1 % to 10%, 11% to 20% and 21% to 30%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner gender were also summarized into frequencies. Thereafter learner gender and dropout rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 59

Table 59:
Chi-Square tests on teachers' perception of learners gender and dropout rate

	Value	Df	P – Value
Pearson Chi-Square	1.037[a]	2	.595
N of Valid Cases	415		

The association between teachers perception of learner gender and dropout rate was not statistically significant at the 0.05 level, $X^2(2, N = 415) = 1.037$, $p > 0.05$.

From these findings, the Null Hypothesis that there is no statistically significant relationship between learner gender and dropout rates is accepted.

4.7.7 Teachers' perceptions on learners gender and repetition rates

The study sought to establish teachers' perceptions of the relationship between learner gender and repetition rates in public secondary schools in Bungoma County. To establish the relationship, the average repetition rates of the cohorts from the sampled schools which ranged between 1% and 6% were transformed in three equal levels on the scale of 1 % to 2%, 3% to 4% and 5% to 6%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner gender were also summarized into frequencies. Thereafter learner gender and repetition rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 60

Table 60:
Chi-Square tests on teachers' perceptions on learners gender and repetition rates

	Value	Df	P – Value
Pearson Chi-Square	1.713[a]	2	.425
N of Valid Cases	425		

The association between teachers perception of learner gender and repetition rate was not statistically significant at the 0.05 level, $X^2(2, N = 425) = 1.1.713$, $p > 0.05$. From these findings, the Null Hypothesis that there is no a statistically significant relationship between learner gender and repetition rates is accepted.

4.7.8 Teachers' perceptions on learners' gender and progression rates

The study sought to establish teachers' perceptions of the relationship between learner gender and progression rates in public secondary schools in Bungoma County. To establish the relationship, the average progression rates of the cohorts from the sampled schools which ranged from 70% to 100% were transformed in three equal levels using the scale: 70 % to 80%, 81% to 90% and 91% to 100%. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner gender were also summarized into frequencies. Thereafter learner gender and progression rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 61

Table 61:
Chi-Square tests on teachers' perceptions on learners gender and progression rates

	Value	Df	P – Value
Pearson Chi-Square	1.504[a]	2	.471
N of Valid Cases	425		

The association between teachers' perception of learner gender and progression rate was not statistically significant at the 0.05 level, $X^2(2, N = 425) = 1.504, p > 0.05$.

From these findings, the Null Hypothesis that there is no a statistically significant relationship between learner gender and progression rates in public secondary schools in Bungoma County is accepted.

4.7.9 Teachers' perceptions on learners' gender and completion rates

The study sought to establish teachers' perceptions of the relationship between learner gender and completion rates in public secondary schools in Bungoma County. To establish the relationship, the average completion rates of the cohorts from the sampled schools which ranged from 65% to 100% were transformed in five equal levels using the scale: 65 % to 71%, 72% to 78%, 79% to 85%, 86% to 92% and 93% to 99% were transformed in five equal levels. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner gender were also summarized into frequencies. Thereafter learner gender and completion rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 62

Table 62:
Chi-Square tests on teachers' perceptions on learners gender and completion rates

	Value	Df	P – Value
Pearson Chi-Square	2.061[a]	4	.725
N of Valid Cases	425		

The association between teachers perception of learner gender and completion rate was not statistically significant at the 0.05 level, $X^2(2, N = 425) = 2.061$, $p > 0.05$.

From these findings, the Null Hypothesis that there is no a statistically significant relationship between learner gender and completion rates in public secondary schools in Bungoma County is accepted.

4.7.10 Teachers' perceptions on learners' gender and internal efficiency.

The study sought to establish teachers' perceptions of the relationship between learner gender and internal efficiency of public secondary schools in Bungoma County. To establish the relationship, the average internal efficiency rates of the cohorts from the sampled schools which ranged from 76.36 to 97.06 were transformed in four equal levels using the scale; 78.36 to 83.17, 83.18 to 87.99, 88.00 to 92.81 and 92.82 to 97.06. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner gender were also summarized into frequencies. Thereafter learner gender and internal efficiency rates were cross tabulated using the Chi-square. Chi- square tests are shown in Table 63

Table 63:
Chi-Square tests on teachers perceptions on learner gender and internal efficiency

	Value	df	P – Value
Pearson Chi-Square	1.972[a]	3	.578
N of Valid Cases	425		

The association between teachers perception of learner gender and internal efficiency was not statistically significant at the 0.05 level, $X^2(2, N = 425) = 1.972$, $p > 0.05$.

From this finding, the Null Hypothesis that there is no a statistically significant relationship between learner's gender and internal efficiency of public secondary schools in Bungoma County is accepted.

Despite the fact that the relationship between learner gender and internal efficiency was found not to be statistically significant, majority of teachers perceived that there is a relationship between gender and internal efficiency of public secondary school. These perceptions are in tandem with (MoEST 2001) whose study noted that in 2001, the national average dropout rates was 7.8% and from this percentage there was 2.2% and 6.6% for boys and girls respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter a summary of the study findings are presented and conclusions drawn. The implications of the findings and recommendations based on the study findings are also presented.

5.2 Summary of the Study

The study sought to establish teachers' perceptions of the relationship between parental support and learners characteristics, and internal efficiency of public secondary schools in Bungoma County. It has been established that education plays a critical role in promoting economic, social and political development of individuals, societies, nations and humanity. Consequently, the Government of Kenya has been allocating substantial resources to this sector. In fact, the Government has been paying for tuition fees in all public secondary schools since 2008. Despite these efforts, there are notable wastage in secondary school education in Kenya.

Specifically, the guiding objectives of the study aimed at determining the levels of internal efficiency of public secondary schools in Bungoma County; teachers' perceptions of the relationship between parental attitudes towards the education of their children and internal efficiency of public secondary schools in Bungoma County, teachers' perceptions of the relationship between parental involvement in school affairs and internal efficiency of public secondary schools in Bungoma County, teachers' perceptions of the relationship between learners' level of discipline and internal efficiency of public secondary schools in Bungoma County and to establish teachers' perceptions of the relationship between learners' level of academic performance and internal efficiency of public secondary schools. It also sought to establish teachers' perceptions of the relationship between learner gender and internal efficiency of public secondary schools in Bungoma County.

Literature was reviewed focused on the specific areas of the study which included: internal efficiency, role of government in enhancing internal efficiency of schools, impact of cost sharing on internal efficiency, parental involvement and internal efficiency, parental attitude and internal efficiency and learners' characteristics and internal efficiency. The study was guided by the Social Systems Theory. The main sources of literature used in the study were Achoka, (2005, 2006) and Ngeno, Simatwa and Ayodo (2014) who carried out studies on

parental support. Other key sources were KIPPRA (2005), IIEP (1989), Kenya Economic Surveys (2013, 2016) and Psacharopoulos and Woodhall, (1985, 2002). These sources provided statistics on internal efficiency indicators both in developing and developed world. They also provided information on Governments efforts in enhancing internal efficiency in various countries.

This study used descriptive survey research design on a population 130 head teachers and 1144 class teachers. A sample of 97 head teachers and 388 class teachers was derived from the population. Questionnaires and student data collection schedule was used to collect data. The questionnaire was piloted and a reliability index of 0.84 was obtained which was above 0.70 coefficient which is the accepted threshold for social science research. Both descriptive and inferential statistics were used to analyze data. From the analysis, the findings were established according to the objectives.

The study established that each cohort under the study had dropouts and repetition of classes by learners. This suggests that schools are still experiencing internal inefficiencies. The study established that the major factors contributing to dropout from secondary schools in Bungoma County are failure by parents to pay school fees, cost of education, learner indiscipline, their academic performance, lack of parental support and peer influence. Factors contributing to repetition were largely linked to absenteeism due to parents' failure to pay school fees on time, learner academic performance and pregnancies among girls. Teachers perceive that there is a relationship between parental attitudes towards the education of their children and internal efficiency although the relationship is not statistically significant.

The findings also indicate that teachers perceive that there is a relationship between parental involvement in school affairs and internal efficiency. When parents are involved in school affairs then internal efficiency is enhanced and vice versa. It has been established that parents are critical players in the education of their children. Their involvement in school affairs such as attending PTA meetings, attending class conferences, motivating teachers and guiding and counseling their children influences internal efficiency of schools. This implies that avenues should be created where parents are encouraged to get involved in school affairs. This can reduce dropout and repetition of learners thus enhancing internal efficiency of schools.

The findings indicate that teachers perceive that there is a relationship between learner discipline and internal efficiency of public secondary schools. The relationship was statistically significant. Teachers agreed that learners who engage in indiscipline issues such

as missing classes, sneaking from school, abusing drugs, engaging in sex and organizing strikes repeat grades and others drop out of school thus affecting internal efficiency of schools negatively.

Teachers perceive that there is a relationship between learner academic performance and internal efficiency of public secondary schools in Bungoma County. The relationship was statistically significant.

The study established that there is still disparity between boys and girls. Teachers perceive that more girls than boys drop out of schools in Bungoma County. The relationship was not statistically significant.

5.3 Conclusions

There are internal inefficiencies in public secondary schools in Bungoma County. Some of the students who enroll in form one either repeat grades or drop out of schools. These impacts negatively on progression and completion rates, thus negating the investment dimension of education. On average, it was established that 24% of learners dropped out of schools in Bungoma County for the period under the study. The contributing factors to internal inefficiency were failure of parents to pay school fees, high cost of education and indiscipline.

Teachers perceived that parents' involvement in school affairs and their children's activities such as paying schools, attending class conferences, guidance and counseling and motivating teachers are critical in enhancing internal efficiency of public secondary schools. The chi-square test indicated that there is a statistically significant relationship between parental involvement in schools affairs and internal efficiency.($X^2(2, N = 426) = 9.185, p < 0.05$).

Teachers perceived that learners' attributes such as regular attendance of classes, sneaking from school, engaging in sex, pregnancy and use of illegal drugs do have an appreciable relationship with internal efficiency. The Chi-square test showed that there is statistically significant relationship between teachers' perception of learner discipline and internal efficiency of schools of public secondary schools in Bungoma County. ($X^2(2, N = 418) = 9.824, p < 0.05$).

Learners' academic performance has a relationship with internal efficiency of public secondary schools. Teachers perceived that learners whose academic performance is average

and above progress well and complete school within the required period while some of those whose performance is poor are likely to repeat or drop out of school. The Chi-square test proved that there is a statistically significant relationship between teachers' perceptions of learner academic performance and internal efficiency of public secondary schools in Bungoma County. ($X^2(2, N = 423) = 11.322, p < 0.05$).

Teachers perceive that more girls than boys drop out of school in Bungoma County. There is disparity between boys and girls in relation to retention in schools. The study established that the relationship is not statistically significant.

5.4 Recommendations

The study has presented and discussed the results of a research carried out in Bungoma County with the objective of finding out the relationship between parental support and learner characteristics on internal efficiency of public secondary schools in Bungoma County. Based on the findings of the study, the researcher came up with two sets of recommendations. The first set is for policy makers in education while the second set is recommendation for further research

5.4.1 Recommendations for the policy makers in education

i. Guidance and counseling units should be established in each school and build capacities for guidance and counseling teachers to improve their competences. This can be done by the Ministry of education and school management boards. Teacher educational institutions should strengthen the teaching of guidance and counseling to prepare teachers well to guide and counsel learners.
ii. Remedial teaching should be institutionalized for learners especially those whose academic performance is below average. The Ministry of Education and schools should formulate policy to guide remedial teaching.
iii. There should be standardization of facilities and infrastructure in schools in the country and there should be no categorization of schools. The government should come up with a financing policy that will standardize facilities and abolish categorization of schools into National, County and Sub County.
iv. Schools should create avenues where parents are advised on the importance of actively participating in school activities. This is because it has been established that parental roles in school activities enhances internal efficiency

v. Policies to enhance retention of girls in schools should be enacted. The government should enact the policies and ensure that they are implemented in all schools.

5.4.2 Suggestions for further research

The study recommends the following topics for study:

i. The influence of leadership style in the school on internal efficiency of public secondary schools.
ii. The influence of the type of school on the internal efficiency of public secondary schools

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APPENDICES

APPENDIX 1: LETTER TO HEAD TEACHER AND CLASS TEACHER

Noah Murumba Kiveu,
Egerton University,
P.o Box 536,
Egerton.
0721320268

TO:

The Principal/Class Teacher,

Dear sir/Madam,

RE: HEAD TEACHERS AND CLASS TEACHERS QUESTIONNAIRES

I am a PhD student at Egerton University. I am carrying out a study on the relationship between parental support and learner characteristics on one hand and dropout, repetition, progression and completion of learners of public secondary schools in Bungoma County. I am requesting for your support in responding honestly to the questions in this questionnaire. The information you will give will assist education stakeholders to formulate strategies that will minimize dropout and repletion in public secondary schools in Bungoma County.

The information you will give will be treated with confidentiality and will only be used for the purpose of this study.

Thank you

Noah Murumba Kiveu

APPENDIX II: HEAD TEACHER AND CLASS TEACHER QUESTIONNAIRE

Section One: Position in School

Please use a tick to provide the correct response to the items in the space provided

i. Position in school
   a) Head teacher ( )
   b) Class teacher ( )

Section Two: Information on Parental Support, Learner Characteristics and Internal Efficiency of Public Secondary Schools

Part one: Information on parental attitude and internal efficiency

Please use a tick to indicate the extent to which you agree with the following statements on the relationship between parental attitude on dropout, repetition, progression and completion of learners in your school;

Key: **SA** - stands for strongly agree, **A** - stands for agree, **U** -stands for undecided, **D** - stands for disagree while **SD** - stands strongly disagree.

	Parents attitude and learner dropout	**SA**	**A**	**U**	**D**	**SD**
1	Learners whose parents provide teaching/learning resources drop out of school					
2	Learners whose parents pay school fees drop out of school					
3	Learners whose parents regularly visit to follow up their academic work drop out of school					
4	Learners whose parents regularly attend scheduled school meetings drop out of school					
5	Learners whose parents contribute to funding of school activities drop out of school					

	Parental attitude and repetition	**SA**	**A**	**U**	**D**	**SD**
1	Learners whose parents provide teaching/learning resources repeat grades in school					
2	Learners whose parents pay school fees repeat grades in school					
3	Learners whose parents pay school fees repeat grades in school					
4	Learners whose parents regularly visit to follow up their academic work repeat grades in school					
5	Learners whose parents contribute to funding of school activities repeat grades in school					

	Parental attitude and learner progression	**SA**	**A**	**U**	**D**	**SD**
1	Learners whose parents provide teaching/learning resources progress well in school					
2	Learners whose parents pay school fees progress well in school					
3	Learners whose parents regularly visit to follow up their academic work progress well in school					
4	Learners whose parents regularly attend scheduled school meetings progress well in school					
5	Learners whose parents contribute to funding of school activities progress well in school					

	Parental attitude and learner completion	**SA**	**A**	**U**	**D**	**SD**
1	Learners whose parents provide teaching/learning resources complete school within the required					
2	Learners whose parents pay school fees complete school within the required period					
3	Learners whose parents regularly visit to follow up their academic work complete school within the required period					
4	Learners whose parents regularly attend scheduled school meetings complete school within the required period					
5	Learners whose parents contribute to funding of school activities complete school within the required period					

Part Two: Information on parental involvement and internal efficiency

Please use a tick to indicate the extent to which you agree with the following statements on the relationship between parental involvement and dropout, repetition, progression and completion of learners in your school.

Key: SA - stands for strongly agree, **A**- stands for agree, **U** - stands for undecided, **D**- stands for disagree while **SD** - stands for strongly disagree

	Parental involvement and dropout	**SA**	**A**	**U**	**D**	**SD**
1	Learners whose parents regularly attend PTA meetings drop out of school					
2	Learners whose parents regularly participate in class conferences drop out of school					
3	Learners whose parents motivate teachers drop out of school					
4	Learners whose parents are involved in guidance and counseling drop out of school					

	Parental involvement and repetition	**SA**	**A**	**U**	**D**	**SD**
1	Learners whose parents regularly attend PTA meetings repeat grades in school					
2	Learners whose parents regularly participate in class conferences repeat grades in school					
3	Learners whose parents motivate teachers repeat grades in school					
4	Learners whose parents are involved in guidance and counseling repeat grades in school					

	Parental involvement and progression	**SA**	**A**	**U**	**D**	**SD**
1	Learners whose parents regularly attend PTA meetings progress well in school					
2	Learners whose parents regularly participate in class conferences progress well in school					
3	Learners whose parents motivate teachers progress well in school					
4	Learners whose parents are involved in guidance and counseling progress well in school					

	Parental involvement and completion	SA	A	U	D	SD
1	Learners whose parents regularly attend PTA meetings complete school within the required period					
2	Learners whose parents regularly participate in class conferences complete school within the required period					
3	Learners whose parents motivate teachers complete school within the required period					
4	Learners whose parents are involved in guidance and counseling complete school within the required period					

Section Three: Information on learners' characteristics and internal efficiency of public secondary schools.

Part one: Information on learner discipline and internal efficiency

Please indicate using a tick the extent to which you agree with the following statements on the relationship between learner discipline and dropout, repetition, progression and completion of learners in your school.

Key: SA - stands for strongly agree, **A** - stands for agree, **U**- stands for undecided, **D**-stands for disagree and **SD**- stands for strongly disagree.

	Learner discipline and dropout	SA	A	U	D	SD
1	Learners who regularly attend classes drop out of school					
2	Learners who sneak from school drop out of school					
3	Learners who use illegal drugs drop out of school					
4	Learners who engage in sex drop out of school					
5	Learners who become pregnant drop out of school					
6	Learners who participate in strikes drop out of school					
7	Learners who regularly attend repeat grades in school					

	Learner discipline and repetition	SA	A	U	D	SD
1	Learners who sneak from school repeat grades in school					
2	Learners who use illegal drugs repeat grades in school					
3	Learners who engage in sex repeat grades in school					
4	Learners who become pregnant repeat grades in school					
5	Learners who participate in strikes repeat grades in school					

	Learner discipline and progression	SA	A	U	D	SD
1	Learners who regularly attend classes progress well in school					
2	Learners who sneak from school progress well in school					
3	Learners who use illegal drugs progress well in school					
4	Learners who engage in sex progress well in school					
5	Learners who become pregnant progress well in school					
6	Learners who participate in strikes progress well in school					
7	Learners who regularly attend classes complete school within the required period					

	Learner discipline and completion	SA	A	U	D	SD
1	Learners who sneak from school complete school within the required period					
2	Learners who use illegal drugs complete school within the required period					
3	Learners who engage in sex complete school within the required period					
4	Learners who become pregnant complete school within the required period					
5	Learners who participate in strikes complete school within required period of time					

Part Two: Learner level of Academic performance and internal efficiency

Please indicate using a tick the extent to which you agree with the following statement on the relationship between learner academic performance and dropout, repetition, progression and completion of learners in your school.

Key: SA - stands for strongly agree, **A**- stands for agree, **U** - stands for undecided, **D**- stands for disagree and **SD-** stands for strongly disagree.

	Learner academic performance and dropout	SA	A	U	D	SD
1	Learner whose academic performance is a poor drop out of school					
2	Learner whose academic performance is average drop out of school					
3	Learner whose academic performance is good drop out of school					
4	Learner whose academic performance is excellent drop out of					

	school					
	Learner academic performance and repetition	**SA**	**A**	**U**	**D**	**SD**
1	Learner whose academic performance is very poor repeat grades					
2	Learner whose academic performance is fair repeat grades					
3	Learner whose academic performance is good repeat grades					
4	Learner whose academic performance is excellent repeat grades					

	Learner academic performance and progression	**SA**	**A**	**U**	**D**	**SD**
1	Learner whose academic performance is a poor progresses well in school					
2	Learner whose academic performance is average progresses well in school					
3	Learner whose academic performance is good progresses well in school					
4	Learner whose academic performance is excellent progresses well in school					

	Learner academic performance and completion	**SA**	**A**	**U**	**D**	**SD**
1	Learner whose academic performance is very poor complete school within four years					
2	Learner whose academic performance is fair complete school within four years					
3	Learner whose academic performance is good complete school within four years					
4	Learner whose academic performance is excellent complete school within four years					

Part Three: Information on learner gender and internal efficiency of public secondary schools

Please indicate using a tick the extent to which you agree with the following statement on the influence of learner gender on dropout, repetition, progression and completion of learners in your school.

Key: SA - stands for strongly agree, **A -** stands for agree, **U** - stands for undecided, **D** - stands for disagree and **SD**- stands for strongly disagree.

	Learner gender and internal efficiency	**SA**	**A**	**U**	**D**	**SD**
1	Boys rate of repetition is higher than that of girls					
2	Boys rate of drop out is higher than that of girls					
3	Parents prefer the education of boys to that of girls					
4	Parents prefer the education of girls than that of boys					
5	Boys are more likely than girls to drop out of due to home chores					
6	Girls rate of progression is higher than that of boys					
7	Girls rate of completion is higher than that of boys					

Section Four

Please give your honest opinion to the following items on dropout and repetition in your school.

1. In your opinion, does cost of education determine whether a student drops out of school?

   Yes ( ) No ( )

2. In your opinion, what are the four most important factors leading to drop out in your school for the 2005 -2012 period

   ……

   ……

   ……

   ……

3. In your view, what are the four most important factors leading to repetition in your school for the 2005 – 2012 period

……

……

……

4. Is there a relationship between dropout and student discipline?

Yes ( ) No ( )

5. Are there students who are suspended from school between 2015 and 2012

Yes ( ) No ( )

6. In your opinion what are five disciplinary issues that led to suspension for the 2005 -2012 period

……

……

……

7. Are there students who were expelled from school between 2005 and 2012

Yes ( ) No ( )

8. In your view what are disciplinary issues that led to expulsion between 2005 and 2012

……

……

9. Is there a relationship between learners' ability and their dropping out of school?

Yes ( ) No ( )

10. In your opinion what happens to those students who perform poorly in academics

……

……

……

11. Is there a relationship between school fees payment and students' repetition?

Yes ( ) No ( )

12. In your opinion how does fee payment influence repetition?

……

……..……

……

13. Does the gender of the learner influence dropout?

Yes ( ) No ( )

14. State four most important factors influencing girls' dropout from school

……

……

……

15. In your opinion, what are the four most important factors leading to girls' repetition

……

……

……

15. What are the four most important factors leading to boys' dropout

……

……

……

17. In your opinion what are the four most important factors that led to boys' repetition between 2005 and 2012

……

……

……

APPENDIX III: STUDENT DATA COLLECTION SCHEDULE

Table showing enrolments, repetition, dropout and graduation rates for 2005/2008, 2006/2009, 2007/2010, 2008/2011 AND 2009/2012 cohorts						
FORM YEAR		1	2	3	4	GRADUATION
2005	Enrolment Repetition Dropout					
2006	Enrolment Repetition Dropout					
2007	Enrolment Repetition Dropout					
2008	Enrolment Repetition Dropout					
2009	Enrolment Repetition Dropout					
2010	Enrolment Repetition Dropout					
2011	Enrolment Repetition Dropout					
2012	Enrolment Repetition Dropout					

APPENDIX IV: LETTER OF RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/156**

Date: **19th February, 2013**

Noah Murumba Kiveu
Egerton University
P.O.Box 536-20115
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated *12th February, 2013* for authority to carry out research on "***The influence of parental support and learner characteristics on internal efficiency of public secondary schools in Bungoma District,***" I am pleased to inform you that you have been authorized to undertake research in **Bungoma District** for a period ending **31st August, *2013.***

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

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

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

Copy to:

The District Commissioner
The District Education Officer
Bungoma District.

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

APPENDIX V: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Noah Murumba Kiveu
of (Address) Egerton University
P.O.Box 536-20115, Egerton.
has been permitted to conduct research in

Location	District	Province
Bungoma	Western	

on the topic: The influence of parental support and learner characteristics on internal efficienc of public secondary schools in Bungoma Distri t

for a period ending: 31st August, 2013.

Applicant's Signature

PAGE 3

Research Permit No. NCST/RCD/14/013/156
Date of issue 19th February, 2013
Fee received KSH. 2,000

Secretary
National Council for Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/ four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055t3mt10/2011

(CONDITIONS-see back page)