INFLUENCE OF SELECTED FACTORS ON INTERNAL EFFICIENCY OF PUBLIC SECONDARY SCHOOLS IN TESO NORTH SUB COUNTY, BUSIA COUNTY- KENYA

BY

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A Thesis Submitted to the School of Postgraduate Studies in Partial Fulfillment of the Requirement for the award of Master Degree of Education (Educational Management) of the Faculty of Education and Human Resource Development, Department of Educational Administration, Planning and Economics, Kisii University

NOVEMBER 2016
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DEDICATION

This work is dedicated to my beloved wife as well as Children
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Above all else, I wish to express my heartfelt gratitude towards my God for His Grace that has empowered me to compose this Thesis. I recognize immense efforts and contributions of my supervisors Dr. Stephen T. Cheboi and Dr. Bernard Chemwei for the guidance and advised during all stages of this thesis. Special thanks go to the Class Teachers, Directors of Studies, Head Teachers and the Quality Assurance and Standard Officer who volunteered to give valuable information during my data collection. I also acknowledge the immense support given by the head teachers, Teso North Sub County Education office for facilitating carrying out of this study. I additionally thank my family and companions for the help and consolation toward this undertaking. Finally, I acknowledge the contribution of all other persons who may not have been mentioned here for their valuable effort towards the successful completion of this work.
ABSTRACT

Inefficiency indicators like high repeater and dropout rates in Kenyan schools is worrying. This study sought to establish how selected factors such as class size, physical facilities, school policies and teacher characteristics on internal efficiency influence public secondary schools in Teso North Sub-county. Objectives of the study were: to establish the influence of class size on internal efficiency, to find out the influence of physical facilities on internal efficiency, to establish the influence of school policies on internal efficiency, and to determine the influence of teacher characteristics on internal efficiency of public secondary schools in Teso North Sub County. The researcher employed a descriptive survey research design. The study population comprised of 29 Head teachers, 29 Directors of studies, 131 class teachers and one Quality Assurance and Standards Officer (QASO). Stratified random sampling technique was used to select 64 class teachers while purposive sampling technique was used to select 16 Head teachers, 16 directors of studies and one QASO. A pilot study was done in two schools to establish the reliability of the questionnaires and the experts opinion was sought on validity of the instruments. Data was collected using questionnaires, interview schedule and document analysis. The questionnaires were administered to the class teachers and directors of studies while the interviews were conducted with the Head teachers and QASO. The researcher analyzed school records to obtain information on enrolment, wastage and graduation rates. Data collected was analyzed thematically and reported accordingly. The findings of the study provide information to the ministry of education on influence of selected factors on internal efficiency of public secondary schools in Teso North Sub-county. The study’s findings give insights for appropriate administrative actions to school managers to enhance internal efficiency of their schools. The class size was large with a student population of 40 – 49 per class. Despite the challenge of high teacher - student ratio, teachers strived to adequately supervise class activities and enforce class discipline. The schools lack necessary physical infrastructure such as; classrooms and the offices, and library, furniture, laboratory and equipments, toilets, teachers housing and text books. Most schools (85%) had school based policies which influenced their internal efficiency. The teachers’ characteristics such as training, experience and population had influence on internal efficiency. The number of government teachers was inadequate and schools had employed teachers under BOM to curb the shortage. All government teachers were qualified and experienced in their subject areas but this wasn’t the case for all BOM teachers. From the findings, the researcher recommends the school management should; ensure that the resources available are commensurate with the enrolment, liaise with the Government and other partners to provide the necessary infrastructure, harmonize school policies and train teachers through seminars and workshops in order to enhance internal efficiency. The researcher recommends further similar study to cover large area.
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LIST OF ABBREVIATIONS AND ACRONYMS

ANTRIEP - Asian Network of Training & Research Institutions in Educational Planning

BOM - Board of Management

EFA - Education for All

FPE – Free Primary Education

ICT _ Information Communication Technology

KCSE – Kenya Certificate of Secondary Education

MOE – Ministry of Education

MOEST – Ministry of Education Science and Technology

NACOSTI - National Commission of Science and Technology Innovation

OECD – Organization for Economic Co-operation and Development

QASO – Quality Assurance and Standards Officer

SPSS - Statistical Package for Social Sciences

SSE – Subsidized Secondary Education

TSC _ Teachers Service Commission

UNESCO – United Nations Educational Scientific and Cultural Organization

UPE – Universal Primary Education
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Kenyan Government has fully acknowledged the significance of secondary education. This has influenced the Government to come up with the budget arrangement to this level of instruction so that to increment and guarantee astounding secondary school training for all the Kenyan citizens. In such manner, the administration of Kenya expanded allotment to the instruction division by eleven percent (11%) from the 108.3 billion Kenya shillings out of 2006/2007 to 119.5 billion Kenya shillings of 2007/2008 and in 2008/2009 expanded it further to a sum of 138.241 billion Kenya shillings which is an expansion of 18.7 billion Kenya shillings from the earlier years. The expansion is because of the presentation of educational cost free secondary education and enlisting of more instructors (Republic of Kenya, 2008). In the funding of education in Kenyan secondary schools, the Ministry of Education works a bursary design at secondary school level of education to help the learners from poor households to proceed with secondary schools (Njeru and Orodho, 2003). The contributions of training can be outlined as educators, learning materials, and school structures and therefore, these are collectively used to change the arrangement of the field (primary school leavers) into another arrangement of field (secondary school graduates) (Olubor, 2004). Galabawa (2003) likewise portrays interior productivity of the framework as concerns boosting the connection amongst information sources and yields. There must be a steady mission with respect to chiefs of the training framework to see whether the similar results as far as admissions, effective completions, or measurable learning accomplishment - can be accomplished with less money related or 'genuine asset'
inputs; and whether more prominent yields can be accomplished by redeployment of the current level of sources of info. Accordingly, the Kenyan Government and through the Ministry of Education has put in place strategies to enhance cooperation among education stakeholders. In which case, the schools must implement effective and efficient measures (Republic of Kenya, 2005, 2012a, 2012b). These are geared towards the advancement of a more effective secondary education to enhance access, value and nature of training at this level. These efforts will guarantee and assure the full use of the sit out of gear limit in secondary schools through the increase of class enlistments to between 40-45 learners, including more classrooms, as reasonable, to the number of schools that exist with under three classrooms and propelling the establishment of more harambee schools ‘day schools’ as commonly referred to in Kenya to bring down the costs to parents and guardians. According to Ministry of Education (2005), a policy framework for instructive training and research Sessional Paper No. 1 of 2005, recognizes techniques to enhance access, quality and finish rates and responsibility regarding accomplishment of the objectives of training for all by 2015. The Republic of Kenya (2006) gives the MOE strategic plan (2006-2011) aiming at expanding access to educational opportunities. It said that the total resource requirement for the public education sector over that period was projected at Ksh 543.4 billion. Sponsored secondary education was executed in February, 2008 by the coalition government. Tithe objective was to bring down the cost of education at secondary school level and in addition increment progress rates from the elementary schools to that of secondary schools. The government of Kenya declared the arrival of 2.9 Billion shillings to subsidize secondary education (SSE) and allotted KShs. 10,265 to each learner to take care of their educational cost and
also for the operational expenses every year. This sum, in any case, does not provide food for shrouded examination expenses, advancement of physical facilities and hidden costs of education such as transport, uniform, lunch and boarding fees. Parents are required to meet such costs which are still a uphill for learners from poor households who in most cases think that it’s hard to keep up their kids in secondary schools.

According to Republic of Kenya (2005), information from the Ministry of Education demonstrates that the elementary school to secondary school progression rates which has been surpassed, at 71%. Nevertheless, 30% of the learners who enroll in the Kenyan secondary schools fall out of school before they completed the secondary cycle (Republic of Kenya, 2005a, 2012a, and 2012b). According to Akaranga (2011), the government expected that there was sufficient framework to suit more students. Yet, it is significant that since the presentation of cost sharing approach by the legislature of Kenya in 1988 most Kenyans can't manage the cost of instruction of their children since they live underneath worldwide neediness line. Kiveu (2004) alludes to this by saying that manifestations of poverty are seen in lack of basic requirements for example access to education, vocational training and employment. Indeed, even with the presentation of Subsidized Secondary Education (SSE), the two guardians/parent and the schools' administrators have been left thinking about how free indeed it is! Abagi and Odipo (2000) propose that the government need to disclose to parents and guardians how free this education in secondary school is. The Parents and guardians expect a great deal from this program as far as value and nature of training which implies sufficient supply of learning resource like more educators, physical facilities and instructional materials. From the foregoing, it is arguable that sustainable provision of the quality subsidized secondary
education is fraught with intertwined which incorporate limited facilities, lacking number of trained teachers and the increasing government budgetary deficiencies. All these, therefore, leave schools with no option but to implement workable effective and efficient measures. It is on this foundation that the study aimed at assessing the influence of class size, physical facilities, school policies and teacher characteristics on internal efficiency of public secondary schools in Teso North Sub County, Busia County, Kenya.

1.2 Statement of the Problem

The high number of students repeating classes and or dropping out of schools in Kenya is a possible indication that internal efficiency in these schools may not have been achieved. Like other Sub Counties in Kenya, Teso North Sub County has witnessed high dropout rate, high rate of repetition and fairly low and fluctuating academic performance (Teso North Education Statistics, 2014). For instance, Teso North education office (2012) reported a 13% decrease in KCSE performance of public secondary schools. When students rehash a class for at least one or than more than one year, this constitutes wastage within system of education in the country. This is in perspective of the way that the vacancies which otherwise could be used to cater for new students or elevated students would need to be held as repeaters, and then dropout or students who stop schooling right before finishing the full secondary school cycle or study year are additionally squandering the education resources. Sometimes they are not likely to convey the school material back, and at end, siphon more subsidies given by the government as far as educating students repeating in similar class for over one year. Such inefficiency indicators have been associated with large class size, inadequate physical facilities, unfavorable school policies and inappropriate teacher characteristics in public secondary schools. There is need to
investigate the status of efficiency in public secondary schools and establish influence of associated factors on internal efficiency of these schools. Hence, this study attempted to discover the influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County.

1.4 Objectives of the study

The following objectives guided this study:

i. To establish the influence of class size on internal efficiency of public secondary schools in Teso North Sub County.

ii. To find out the influence of physical facilities on internal efficiency of public secondary schools in Teso North Sub County.

iii. To establish the influence of school policies on internal efficiency of public secondary schools in Teso North Sub County.

iv. To determine the influence of teacher characteristics on internal efficiency of public secondary schools in Teso North Sub County.

1.5 Research Questions

The following research questions guided the study:

i. How does class size influence internal efficiency of public secondary schools in Teso North Sub County?
ii. What is the influence of physical facilities on the internal efficiency of public secondary schools in Teso North Sub County?

iii. How do school policies influence internal efficiency of public secondary schools in Teso North Sub County?

iv. What is the influence of teacher characteristics on internal efficiency in public secondary schools of Teso North Sub County?

1.6 Assumptions of the Study
The number of students in a particular class in any given year does not remain constant. This is because of the influence of selected factors on efficiency holding other factors constant.

The respondents gave true and honest information. This is necessary in gathering accurate facts on efficiency levels of public secondary schools and the extent of influence the selected factors have on efficiency. Furthermore, the truth and honest information enhanced reliability of the study.

1.7 Scope of the Study
The study was confined to 29 public secondary schools in Teso North Sub-county. The 16 sampled schools under the study are those that have consistently presented students for Kenya Certificate Secondary Education examination for the period 2011 – 2014. The period under the study is four years which is a complete secondary school cycle in Kenya. It was further confined to the influence of selected factors (class size, physical facilities, school policies and teacher characteristics) on internal efficiency of public secondary schools under the study.
1.8 Limitations of the Study

This study was done in public secondary schools drawn from Teso North Sub County as it were. The study sample might not essentially be a representative enough of all the public secondary schools in the Republic of Kenya which therefore means that the findings of the study may not be generalized. Furthermore, Teso North Sub County is geographically located in rural area; hence the findings of this study may not apply to public secondary schools found in areas classified as urban in Kenya. The researcher could not opt for a larger sample covering more Sub counties due to financial constraints. In addition, the findings of the study were dependent on the cooperation of the respondents who volunteered to give information as and when requested.

1.9 Significance of the Study

The results from this study provides information on the influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County. The information is useful to the school managers and head teachers, Quality Assurance and Standards officers and Educational planners in designing strategies for improving efficiency of secondary schools. The study enhances the comprehension of the education sponsors on the selected factors on the schools internal proficiency and it will build the awareness and the involvement of parents and guardians in the schools’ administration framework. It helps schools, Teso North education officers, school principals and guardians and parents to take right step on selected factors to improve school internal effectiveness. Besides, it helps different researchers who may wish to study on the factors influencing internal productivity in educational system since its findings contributes to a body of knowledge in the area of
educational management and administration, and economics of education by shading more light on the concept of internal efficiency particularly in public secondary schools.

1.10 Theoretical framework

The study identified the theoretical framework relevant for adoption in education known as Education Production Function. In view of Hanushek (2007), the investigations recorded the conflicting connection between school resource and students results. The consequence of his exploration demonstrated that the results of the teaching procedure - the accomplishment of individual students – is specifically identified with inputs that both are straightforwardly controlled by approach creators (For example, the attributes of schools, educators, educational module, et cetera) and are not all that controlled, for example, families and companions and the natural blessings or learning limits of the students. Further, while accomplishment might be measured at discrete focuses in time, the teaching procedure is total; inputs connected at some point in the past influence students' present levels of accomplishment. Family foundation is normally portrayed by such socio-demographic attributes as parental education, wage, and family measure. Associate data sources, when included, are ordinarily totals of student socio-demographic attributes or accomplishment for a school or classroom. School inputs commonly incorporate teacher foundation (training level, understanding, sex, race, et cetera), school association (class sizes, offices, managerial consumptions, et cetera), and locale or group factors (for instance, normal use levels).

Levin (1995) additionally underlines that the motivation behind productivity investigation in training is to discover which program or mix of projects can accomplish specific targets
in proficient way. The fundamental supposition is that distinctive choices are related with various expenses and diverse instructive outcomes.

By choosing to utilize resources properly, the school can achieve its goals as set with the minimum wastage. Those resources that are saved through enhancing internal efficiency can be dedicated to extending program or to other essential instructive and social undertakings. This actually makes the theory relevant to the current study which is concerned about influence of selected factors (inputs) on internal efficiency (output) of public secondary schools.

1.11 Conceptual Framework

The researcher founded this study the Holistic operation model of efficiency propagated by Haddad in 1979. It was later developed by Abangi and Odipo (1997). According to the model, the education system, as opposed to a factory of physical goods, has to be pegged on how a given level of education as a whole operates to meet its objectives (holistic operation process). The model therefore adopts the process perspective in analyzing the indicators of internal efficiency of public secondary schools such as completion rate, graduation rate and wastage rate (drop out and repetition). This analysis is not restricted to examining students’ performance in national examinations which is only an index for efficiency and effectiveness. The model was used to define the level of efficiency in public secondary schools in terms of class size, physical facilities, school policies and teacher characteristics. The influence of intervening variables here is assumed to be insignificant. Figure 1 below shows the relationships between selected factors and internal efficiency.
Independent variables

- Class size
  - Number of students

- Physical facilities
  - Buildings
  - Furniture
  - Laboratory equipment
  - Library
  - Text books
  - Play grounds

- School policies
  - Promotion policy
  - Language policy
  - Disciplinary policy
  - Boarding policy

- Teacher characteristics
  - Qualification
  - Experience
  - Motivation
  - Class management
  - Interaction with students

Dependent variables

- Internal efficiency
  - Graduation rate
  - Wastage rate

Intervening variables:

- School management
- Family & friends

Figure 1: Conceptual Framework showing Interrelationship between Variables
1.12 Definition of Terms

Class size - Refers to students population of per class being taught by a single teacher.

Internal efficiency - used to refer to a measure of output against input of the education framework. It is therefore the evaluation of what is generally produced or accomplished with what can be attained using the same resources in the public schools under study. In other words, it alludes to the measure of exhibitions of training framework which demonstrate learners effectively finishing a given level without wastage.

Physical facilities - These include school buildings, furniture, laboratory equipment, library, textbooks and play grounds.

Public secondary schools - Are schools sponsored by the government that provides education after Primary school but before tertiary education.

School policies - These are rules set and observed by the school for smooth running and they include rules such as promotion policy, language policy, disciplinary policy and boarding policy among others.

Selected factors - Are cited factors under this study. The factors are: class size, physical facilities, and school policies and teachers characteristics.

Teso North Sub-county - Is a geographical location in Busia County where the study is to be carried out.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter contains: the concept of internal efficiency in education, class size and internal efficiency, physical facilities and internal efficiency, school policies and internal efficiency, and teachers’ characteristics and internal efficiency.

2.2 Concept of Internal Efficiency in Education

Abagi and Odipo (1997) define internal efficiency in education as the measure of level learning that is accomplished amid the schooling age participation, contrasted with the resources that is given. In this manner, internal productivity alludes to the estimation of execution of the training framework by demonstrating the extent of students effectively finishing a certain grade of the Educational framework while avoiding wastage of resources. At the point when accomplishments by students are low, as observed from the school's low test score in national examination, such a school would be thought to be of low quality and along these lines wasteful (Abagi and Odipo, 1997). Interior effectiveness tends to the topic of how subsidies inside the Educational segment ought to be best allotted. It is worrying about getting the best Educational yields for any point of expenditure. Financial experts have a basic Conceptual run to decide how the available resources ought to be dispensed within elective Educational exercises: The change in instructive execution that outcomes from the last measure of resources spent on an instructive movement ought to be equivalent over every conceivable action. For instance, deliberate on a school that is settling on purchasing new Work books for learners and employing low maintenance instructor to show singular learners. Obviously, the school ought to spend the resources on
the one that builds execution the most, which are exercise manuals in this case. Indeed it
should keep spending money on Exercise manuals until the point that the instructive
estimation of the two decisions is similar (After the Initial buy of exercise manuals, the
estimation of included exercise manuals is presumably reduced so as at some point of
expenditure, the proper choice is to hire a teacher rather than more exercise manuals). A
similar rationale holds for the majority of the sources of info that a school buys, prompting
the already expressed run the show. Interior effectiveness is additionally now and then
alluded to as "assign proficiency" or "value productivity" (Lockheed and Hanushek, 1987).
More or less, inside effectiveness of any teaching framework is accepted to have high co-
nection with instructive sources of info, procedures, and yields of the framework. Then
again as per Sanothimi and Bhaktapur (2001), the topic of the quality of teaching is likewise
an issue of internal proficiency in teaching framework. In this way, internal productivity
and nature of the teaching framework can be shown by ascertaining the advancement,
redundancy and dropout rates, at different review levels. Besides effectiveness, it
incorporates cycle consummation and the survival rates at some interval and cycle to cycle
transfers rate. In other words, enhancing the internal proficiency of education framework
is naturally enhancing nature of training in light of the fact that they concentrate on the
relationship of teaching information sources, procedures and yields of the framework.

UNESCO (1998) characterized the term dropout as used to refer to leaving school at some
time just before the culmination of a certain phase of instruction or a given transitional or
non terminal point in the level of training. The fundamental indications of wastages,
specifically falling out of school, rely on the kind of instruction frameworks. It is
characterized in connection to the qualities of the different instructive frameworks. The
traverse of mandatory learning and the period amid the years into certain grades differ from
nation to nation in various instructive frameworks. In the less developed nations, in any
case, early dropping-out of school is an imperative issue, of the about 96 million learners
who joined schools out of nowhere in 1995, one quarter which is equivalent to 24 million
were most likely going to spurn their learning earlier before accomplishing Grade 5

There are three classes of theories that clear up why dropouts leave school. Classes are;
Drop-out, Pull-out or Push-out theories (Glennie and Stern, 2002). Drop-out alludes to
characteristics of the person that accelerate early fall out from schools. Variables such as
availability and state of mind of the learners, medical issues, and ailing health are cases of
dropout theory. The theory deliberates student’s individual qualities as elements for falling
out of education framework (Lisanu, 2004). Work openings are likewise cases of pullout
elements which draw in the students to drop schooling. School elements which debilitate
learners from proceeding with their schooling, ugly school conditions are a portion of the
cases that can go about as push factor to student’s school dropout. The inclination for
learners to stop schooling is additionally connected with their encounters in schools, for
example, abhorrence of school; Low study accomplishment; maintenance at review level;
the feeling that instructors and heads couldn't care less about the learners; and failure to be
in a good mood in an extensive, depersonalized school setting (U.S. Division of Education,
1999).In school factor that dissuade the participation of students can be arranged as push
out components.
The foremost reason for school fall out, particularly in the third world nations is the pull out factor. The requirement for having a period that would be utilized to offer the work and consequently get a method for existence in which families or individuals may rely upon has added to a more noteworthy extent of school dropouts (Lisanu, 2004).

There are many variables related to dropping out of school, others are directly related with individuals, for instance, the weakness or the under-nourishment and kids' attitude to schooling. Other factors are as a result of children’s' family circumstances, for instance, child labour and destitution. There are school level issues which additionally contribute to in increasing cases of school fall out, for instance, teacher’s non-attendance, the location of the school and the poor quality of teaching method. The type of education provided at the communal levels e.g. type of the school, levels of community bolster produces circumstances that can at last affect the possibility of children to stop schooling. Both demand and supply driven elements are part of school drop-out. In light of this the reasons for school dropout concentrating on the child's family unit and schools settings. This criticism is based on the works of CREATE by Hunt (2008) and Pridmore (2007).

Individual qualities of a child, affected by social standards can decide if the kid dropping out of learning system. A few investigations have conducted on the relationship between the child’s wellbeing and teaching results, specifically how nourishing status impacts on school enrolment and subjective advancement (Ghuman, 2006; Alderman, 2001) yet just a couple of studies have looked at how medical issues are straightforwardly identified with falling out of school (Pridmore, 2007). When all is said in done, thinks about propose that
weakness is frequently an aftereffect of neediness and via under sustenance of children's access to education and accomplishment are extremely endangered. In this way there ultimately is a confirmation that hemoglobin level in blood, and stature and (weight for age), are the two pointers of nutritious state, have huge and affirmative relationship with the school’s enrollment (Ghuman, 2006). In Bangladesh nourishment inadequacies are related with ease back school advance because of its effect on kids' psychological improvement (Grira, 2001).

The family setting, specifically the connection of children with different individuals from the family unit and the children's duties might be vital causes of school dropout Rose and Al-(2001); Khanam (2008). In most of the poor nations children consolidate both schooling and work (at home or far from home) so as to fulfill family needs (Admassie, 2003).

Notwithstanding, not all types of children work are perfect with school cooperation (Hadley, 2010). Some work exercises, particularly in farming, are regular and the planning of seasons don't relate to those of the school schedule (Hadley, 2010). Different exercises, for example, children tend to more youthful individuals in the family unit, are work escalated and tedious and may take away from children's' capacity to embrace school work (Dar et al, 2002).

The direct and the aberrant expenses of education can obviously bar a few children from schooling. A standing out among the most essential direct costs basic for drop-out is schooling expense where such is collected. Hence schooling charges are observed as an intense account of drop-out of 27 percent of boys and 30 percent of girls previously
registered in South Africa (Hunter and May, 2002). Most states now have received expenses free strategy for the elementary learning cycle due to the effects on interest. Others have in addition acquainted capitation frame works with a balance on the adversity in schools salary. Be that as it may, different charges and circuitous costs keep on being a hindrance to enrolment of children from poor family units (Lewin, 2008). Hence the expenses of pens/pencils, copybooks, private instructing, transportation, and school uniform remain a relative financial weight for poor family units (Ananga, 2011).

Absence of cash to purchase basic schooling materials for the kids' learning is probably going to cause absence of enrolments in any case and possibly high dropping out of school at a future date (Kadzamira and Rose, 2003). This actually is what the situation is like in Kenya, where dropping out of school rates among the offspring of financially defenseless families have increased because of the absence of resources in order to be able to care of the expenses of training for their kids that are not secured by the charge free education policies (Mukudi, 2004). The strategy of sharing of costs of the Kenyan constrained guardians to pay around 65% of the total schooling costs, which made numerous children from poor households drop-out of school (Ackers, J., Migoli, J and Nzomo, J., 2001).

### 2.3 Class Size and Internal Efficiency

Adeyemi (2008) communicated class measure as an educational mechanism that can be used to delineate the typical number of the learners per class in a school. It is frequently just considered as the separate populace of each class. Diverse scientists (Adeyela, 2000; and Adeyemi, 2012) have revealed that extensive class sizes have negative effect on scholastic assignment. Class estimate positions among the most imperative factors that
have solid and direct effect on academic execution of schools. Additionally, Alebiosu (2000) and Oderinde (2003) have detailed that students in classes that are small in size have more noteworthy accomplishment level than those in substantial classes.

The provision of secondary education has changed particularly since independence with the quantity of schools and students expanding from 151 and 30,000 out of 1963 to 4,111 and 1,487,989 out of 2010 (MOE, 2012). The introduction of Free Secondary Education (FSE) brought about higher increment in enrollment in the public secondary schools by 17.1 percent in 2008 (Republic of Kenya, 2009) when contrasted with 13.7 percent in 2007, and the expansion was noted in the resulting years.

Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP, 2008) did a study on improving school efficiency. The Asian experience done in Colombo, Sri Lanka purported to improve school efficiency. The objectives were to: give an outline of the circumstance of various nations in Asia; look at how both internal and external school supervision and bolster supervision ought to be reinforced and adjusted to positively affect the nature of schools; investigate the part that assessment components (examinations, accomplishment tests and others) can play in enhancing the quality and viability of schools; and talk about the system of teacher deployment and management, and ask at what levels diverse choices about conveying and overseeing educators can best be taken and how this choice procedure can be progressed. The investigation discovered among others that: assessments of basic and secondary schools are embraced without adequate data in regards to advancements in the field which gives enormous degree for delayed bureaucratic customs; assessment prompts exhaust among school staff and that the measures for assessment are abstract to the point that it is practically inconceivable for the evaluators to
speak with the schools. The reviewed study looked at the aspect of efficiency improvement in general, where it focused on what negatively affected efficiency, while the current study specifically looked at how internal efficiency is affected by increased enrolment in public secondary schools.

In the course of recent decades, specialists, government officials, and corporate pioneers have concentrated reform endeavors on the measure of instructive settings. Many billions of public and private dollars have been contributed to lessen the size and extent of both the classrooms and schools (Lee and Ready, 2007). Not at all like numerous educational reforms, these scaling down plans have pulled in help for all intents and purposes from each quarter, and an assembled front of partners has blended behind the idea that "smaller is better." Efforts to lessen grade school class sizes have collected especially solid prevalent and political help. To be sure, the American public feels that making smaller class sizes is the best approach to select and hold very qualified teachers (Rose and Gallup, 2007). Thirty-two states now support either intentional or commanded class-estimate reduction programs, with California and Florida together contributing nearly $20 billion to lessen class sizes.

Notwithstanding its prominence, a few academicians and policy makers stay wary of class-size reduction, presuming that the outcomes may not legitimize the tremendous aggregates as of now being contributed (Hanushek, 2002; Harris, 2002). Specifically, commentators question the saying that class size is identified with student learning. One such feedback of class-size activities is that they disregard educating and getting the hang of, concentrating on structure to the detriment of guideline (Cohen, Raudenbush and Ball, 2003; Hanushek, 2002; Milesi and Gamoran, 2006). Among the more negative conclusions is that desire for
smaller classes among teachers comes from the need to lessen workloads, and to build the quantity of teachers and union members (Hoxby, 2000). As per a review in Kenya by UNESCO (Daily Nation, May fifteenth 2005 p19) demonstrates the normal proportion in 162 schools examined is 58:1, against the required 40:1. Such class sizes in broad public secondary schools make it troublesome for the teachers to show lessons successfully when contrasted with their partners in non-public schools who handle fewer students.

2.4 Physical Facilities and Internal Efficiency

The completion of the education objectives and targets requires the provision, most extreme use and proper administration of the available facilities which improve the quality of teaching/learning and hence internal efficiency of schools in the provision of secondary education. Enlistment in public elementary schools have since gone up from 5.8 million in year 2002 to around 7.2 million in the year 2003 after the government introduced free elementary education and by 2004 it remained at 7.5 Million. The quantity of physical resources stayed unaltered in these schools at around 180,000 and could even be less as a result of wear and tear. This greatly influence the reform rate in secondary schools as is the situation between the students– facility ratio (58:1) is above the norm of 40:1 (MOE, 2005). Trijuman (1994) states that chaperon consequences for classroom exercises incorporate classroom control and discipline, teaching-learning atmosphere of schools and need for sufficient provision of facilities in improving the type of class room control and discipline on the teaching/learning atmosphere in general. Mwiria (2004) additionally adds that to accomplish this solid teaching establishment, the Kenya secondary education system, needs satisfactory facilities, for example, pieces of classrooms, furniture, teachers, instructional materials, libraries and other school hardware. These are relied upon to be
accommodate compelling teaching-learning outcome, and for sufficient classroom populace, viable atmosphere, and standard student-teacher classroom proportion and student academic accomplishment to be achieved.

Lumuli (2009), calls attention to that arrangement of satisfactory learning facilities at all levels which also include the equipment and the HR improvement the quality and importance of conferred abilities to students. Teaching and learning process don't occur in a vacuum yet rather in a domain very much organized to encourage learning. Earthman (2002), covering California, expressed that agreeable class-room temperatures and small classes improve teachers' adequacy and give chances to students to get more personal consideration, make more inquiries, partake all the more completely in discussions, lessen discipline issues and perform much more better when compared to students in other schools which have substandard structures by several % rates. The aggregate improvement of the students in the academic, full of feeling, and psychomotor areas can just happen in a situation that is helpful for teaching and learning. Where the school is found decides the academic standard of the schools secondary schools' condition ought to animate, spur, and strengthen students' customary participation in school.

Putting resources into educational facilities is the way to guaranteeing that schools move toward becoming foundations where the learners cooperate, gain from one another and gain from a steady school learning condition, and thus expand students’ learning experience so that all the learners accomplish their educational objective (United Nations Scientific and Cultural Organization, UNESCO, 2007). Besides, the usage of these school facilities realizes productive learning results since it animates and persuades the learners (Okorie,
Raw (2003), contends that proper use of physical facilities in schools controls dropout rates, keeps up student discipline, and influences the learner to stay persuaded for longer periods.

The discovery by Yadar (2001) together with the Report compiled by UNESCO (2008) have indicated that classrooms, use of teaching aids, stationeries, and laboratories affect learner’s performance in their academics. Rono (2000) raises concern that some schools started without prior planning. So majority of the secondary schools lack teaching facilities such as libraries. It is against this foundation that this study, thus looked into the effect of school physical facilities on internal proficiency in the provision of secondary education in Teso North sub – county in Busia.

Ngaroga (2007), reiterates that teaching and learning materials as those things, which are accessible in the school condition, gathered, or bought. In secondary schools, such resources include teacher resources such as chalk, boards, dusters, notebooks, textbooks, reference books, laboratory chemicals and apparatus, ICT services, blackboard rulers and construction materials for mathematics, maps for geography, calculators, registers, storage facility, balls, and other games paraphernalia among others. In spite of the various known benefits of secondary education, many of the developing countries still find it a challenge to provide the necessary material resources for teaching and learning mainly due to the limited national resources and the competing options. Onyango (2008) points out that the high number of pupils enrolled after the introduction of FPE, has brought about problems of low textbook ratios, overcrowded classrooms and poor sitting patterns, which affect participation in primary schools. Secondary schools could also be having the same problem with the introduction of FSE. Smith (2002) observes that the availability of the learning
resources including textbooks for learners, enough desks in classrooms, and good blackboards in schools had been noted to have an impact on pupils’ participation in education. They provide easy access during teaching and learning process. Kenya undergoes through the same dilemma.

Nega (2011) an investigation on Improving Internal proficiency in elementary School of Tigray Regional State: Challenges and Prospects done in Ethiopia had the purpose of examining the challenges and prospects of primary education in Tigray. The objective was to find out measures for improvement of the internal proficiency of the elementary education framework in the region. A descriptive survey research design was employed. Questionnaires, document review and semi-structured interview schedules were utilized in collecting data. According to the research findings, some main factors that caused students to fall out of school and repeating in some classes were: significant students were over age; principals and teachers were less qualified; parents were illiterate/ limited parents educational awareness; shortage of text book/school facilities and students who came from low economic background had negative attitude to education and health problems.

Whereas the study under review was based on primary schools, the current study focused on public secondary schools. The reviewed study also looked at the challenges and prospects of improving internal efficiency, whereas the current study specifically singled out how increased enrolment affected internal efficiency.

Ncube (2004) in a study on Managing the Quality of Education in Zimbabwe had the purpose of analyzing how the administration of the nature of instruction of Rural Day Secondary Schools has been influenced by the internal productivity of the educational system. The objectives of the study were: to find out the indicators such as survival rates;
dropout rates; m repetition rates and pass rates, to establish the differences in levels of indicators of internal effectiveness for students of various genders, ages and levels of schooling, to explore the perspectives of school directors (inclusive of some senior instructors) on factors that influence the internal proficiency in Rural Day Secondary Schools and to discover the perspectives of school heads on systems that can be executed to enhance the internal productivity of Rural Day Secondary Schools. The investigation utilized quantitative and qualitative outlines. The examination discovered that the internal effectiveness of Rural Day Secondary Schools was low. Whereas in the reviewed study internal efficiency is the independent variable, in the current study it is the dependent variable. The reviewed study looked at how internal efficiency of school systems affected the management of the quality of education of rural day secondary schools while the current focused on the influence of increased enrolment on internal efficiency in public secondary schools without discrimination on the basis of geographical location and status (whether day or boarding schools).

Adeyemi (2012) in a study on the School elements and internal proficiency of Secondary Schools in Ondo State, Nigeria had the purpose of investigating the relationship existing between school variables and internal proficiency of secondary schools. The study targets were: to determine whether or not secondary schools in Ondo State, Nigeria were internally efficient and to determine whether or not a relationship exists between school variables and internal efficiency of the schools in order to correct erroneous impressions. The study used the inventory and the questionnaire as data collection instruments. This study adopted the ex-post facto and correlation research designs. The study found out that secondary schools in Ondo State, Nigeria were internally efficient. Teachers’ qualification was found to be
the best predictor of internal efficiency in the schools. The study reviewed aimed at finding out whether the schools under study were internally efficient or not, and if a relationship existed between school variables and internal efficiency, whereas the current study looked at how increased enrolment affected internal efficiency. The study reviewed used ex-post facto and correlation research designs while the current study used descriptive survey research design. Boru (2013) in a study on factors which impact the internal proficiency in Public elementary schools of Moyale District, Marsabit County, Kenya had the purpose of establishing the factors influencing internal proficiency in public elementary schools in Moyale District. The targets of this study included: to determine how competence of teaching/learning materials influence internal proficiency, to establish how school physical facilities influence internal proficiency, to assess how pupils family background influence internal proficiency and to establish how drop out of pupils in the schools influence internal proficiency. The study found out that, adequacy of teaching and learning materials affected internal efficiency, teachers qualification and in servicing of teachers can help improve internal efficiency, and that schools did not have adequate teaching and learning materials which affected teaching and learning and hence internal efficiency. Further, physical facilities influenced internal efficiency because it encouraged meaningful learning and teaching. Schools internal efficiency was found to be affected by pupil’s dropout. Further, the findings also revealed that pupils’ family background such as household poverty affected internal efficiency of schools.

Simatwa and Ayodo (2013) in an study on 'Impact of Home Based Factors on Internal proficiency in elementary Schools in Bungoma North and Kimilili-Bungoma Districts, Kenya purposed to analyze the impact of home based factors on internal productivity of
primary schools in Bungoma-North and Kimilili-Bungoma Districts. Targets of the study were to: find out the degree to which parental level of training, parental occupation, dialect use at home and parental salary impact internal productivity of primary schools. The study found out that parental level of instruction, occupation; wage and dialect utilized at home do impact academic accomplishment of students. Fathers' level of Education was a huge indicator of students' performance.

2.5 School policies and internal efficiency
It is obvious that every school has its own policies for operational and control in connection to teaching and learning procedure and appraisal of students’ learning which influence repeating in some classes and fallout rates in schools. These approaches include fee payment policy, boarding policy, disciplinary policy, shift teaching, multi grade teaching, language policy, promotion policy, among others. Some of these school based policies have their effects that is either positive or negative on the schools internal proficiency execution. For example as indicated by Eiscomon (1977) multiple grade learning and the shift systems that are intended to grow the chances of primary training through viable utilization of accessible resources are related with high rates for it to lessens the instructional hours. The other school strategies that influence instructive waste are the advancement arrangement or examination rules and regulation. Despite the fact that examination tests are not completely productive to quantify students’ academic accomplishment, but majority utilize it to decide the possibilities of the students to progress to the following higher grade or level of instruction. Accordingly examinations and advancement as a result end up causing higher or lower rate of waste in education (Psacharopoulos, 1991).
According to Muriithi (2005) who studied on the factors that contribute to wasting educational resources in secondary schools in Nyeri area discovered that 3.29 percent and 5.57 percent of school boys and school girls equally repeated classes in school. He discovered that the purposes behind dropout were chiefly absence of school expenses, suspension and unpredictable school participation. Many nations join programmed advancement policy particularly to bring down grade to reduce high repetition rate. In addition, the other factors related to school which is most fundamental for school preparedness, academic execution and the rate of repetition is the dialect approach, as it is clear in our instructive policies and practice; the use of English and Swahili languages for curriculum instruction have their own influence on internal efficiency. The researcher therefore will be establishing the extent of influence these policies have on internal efficiency of the schools under the study.

2.6 Teachers’ characteristics and internal efficiency

Teacher workforce studies recommend that qualified educators will probably leave low-accomplishing schools for more “engaging" schools and Districts (Boyd, Lankford, Loeb and Wyckoff, 2005). This has concerned onlookers of large scale class sizes reducing activities, which expect an overflow of qualified instructors. Since these programs require considerable quantities of new instructors in most schools, positions made in the most attractive locale may bait educators far from low-accomplishing areas. Schools serving substantial quantities of burdened students might be compelled to hire low performing teachers, possibly counterbalancing problems related to class size reduction endeavors. This has vital ramifications for extensive urban locale, which will probably have lesser-
qualified teacher’s even preceding class size reduction (Lankford, Loeb and Wyckoff, 2002).

Confirmation from California and Florida proposes that normal educator quality might have been undoubtedly because of their non-focused on class size reduction guidelines. Significantly, these decreases in teacher quality were not similarly shared by all schools and regions: low-pay California schools were excessively compelled to enlist certified and unpracticed educators, since many confirmed educators left low-pay schools and regions for positions in higher-salary territories (Jespen and Rivkin, 2002). The two states had encountered many years of colossal student enlistment development, and each state had endured educator deficiencies before the projects were executed. States or regions that appreciate an excess of exceptionally qualified educators are probably not going to endure a comparative crumbling in teacher quality and might have the capacity to make policies that increase (as opposed to decrease) educational value.

For the most part the characteristics of teaching staff in schools influence the internal productivity of schools. The attributes that are connected with nature of teachers incorporate educators state of mind, capability, encounter, inspiration, classroom administration and their association with students' academic accomplishment specifically and school repetition rate by and large (Bishop, 1989). Barely any class perceptions in Kenya show that there are situations where educators' negative states of mind push students, particularly girls, out of schools. These students are the individuals who are dismissed, mishandled, and miss-dealt with and conveyed of class amid teaching learning periods. The aftereffects of all the above cases are non-attendance, detest of tutoring, poor academic performance and no culmination of the training cycle (Bishop, 1989).
School administration is one of the essential factors that influence internal effectiveness of schools. For example the school administration have critical part in enhancing the learning limit of students, since they organize educators in setting class teaching the educational modules in an important way, and giving extra help (Susy, 2008). Be that as it may, there are a few factors that impact school administration hone to be specific the best administration, capability of head teachers capability and preparing of teacher, and in particular the dedication and activity of head students and instructors (Kathmandu, 2001).

Muluki (2003) on a study of the factors which impact the performance in KCSE in private individual secondary schools in Nakuru noticed that proficient training of instructors is imperative to enhancing the nature of teaching procedures (aptitudes). Adeyemi (2008) agreed that teachers’ experience and fitness are the key indicators of student’s performance in all subjects in secondary schools in Ondo State, Nigeria. The interest of the researcher was to establish whether this was the same case in Teso North Sub- County, Busia County in Kenya.

The discoveries of Kaur (2004) expressed that in Singapore the issue of teaching Mathematics required appropriately prepared teachers/educators and prescribed that the Ministry of Education outfit science educators with important aptitudes through in – service courses. Kenya in response to trained teachers demand extended her preparation of secondary instructors in 2005 and 2009 (Republic of Kenya, 2010). Low academic performance in Seme district schools tend to suggest that there is indeed a gap in the demand versus supply of qualified and experienced teachers. Insufficient facilities for learning in school prompts students to perform poorly in science (Mbugua et al, 2012). This is in agreement with an investigation conducted by Ndambuki (2012) on factors affecting
girls dropping out of school in Mbooni West region, who discovered that performing poorly and repeating of grades might have also assumed a part in impacting dropping out of school among school going girls. She indicated that 59 percent of school boys who repeated a grade before dropping out of school repeated on account of poor execution.

Finally, in the circle of instructor's attributes, low educator inspiration is a standout amongst the most essential reasons for wastage in training. Low instructor inspiration prompts educator non-appearance and wearing down, which are the unmistakable issues of creating nations. Educator truancy lessens students learning time, while instructor whittling down builds expenses of instructor training. A report of World Bank said that the reasons for low instructor inspiration are poor compensations, poor work environment, lacking professional success openings or potentially feeble supervisory and bolster facilities. Low teacher moral, specifically or indirectly, influences the nature of teacher and the student relationship, which results into low student accomplishment and secondary school dropouts.

2.7 Research Gap

In conclusion, literatures reviewed above identify various factors that affect internal efficiency in schools. Ndambuki (2012) conducted a study on factors influencing girl child drop-out in Mbooni West District. Muriithi, (2005) undertook a study on the factors that contribute to education wastage in secondary schools in Nyeri District. Simatwa and Ayodo (2013) investigated impact of home based elements on internal proficiency in public elementary schools in Bungoma North District. Boru (2013) conducted a study on factors influencing internal efficiency in public primary schools in Moyale District. The literature reviewed indicates that few studies have been carried out on factors affecting internal
efficiency in public secondary schools in Kenya, and specifically in Teso North Sub County. The current study is therefore seek to fill the gap by analyzing influence of selected factors (class size, physical facilities, school policies and teachers’ characteristics) on internal efficiency in public secondary schools in Teso North Sub-county for the period 2011 – 2014.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter contains: research design, location of the study, the population of the study, sample and sampling techniques, instruments for data collection, reliability of the research instruments, validity of the research instruments, data collection procedures, methods of data analysis and ethical considerations. The sub sections in this chapter have been organized and presented in a simple way for ease of understanding.

3.2 Research Design
The study adopted descriptive survey research design. The choice of the design is premised on the fact that survey research deal with incidence, distribution and interrelationships between variables and accurately describes the nature of existing conditions (Orodho, 2009, 2012a). The study utilized the survey design because the researcher wanted to get the precise information to make conclusive results regarding internal efficiency of secondary schools. Mugenda and Mugenda (1999) notes that the study design is the best strategy accessible to social researchers who are occupied with gathering unique information to describe a populace which is too huge to observe specifically.

3.3 Geographical description of the study Area
This study was conducted in Teso North Sub-county, one of the seven sub counties in Busia County. It borders; Uganda to the North and West, Bungoma West Sub-county to the East and Teso South Sub-county to the South. Administratively, Teso North Sub-county is composed of Angurai and Amagoro divisions, with an area of 261.20km² and estimated
population of 135,667 people. The Sub County is primarily an agricultural area hence farming is the main source of income for most people. Only about 12% of the population has permanent houses and the poverty level is about 49.6%. The dropout rate at primary level is 43% and at secondary level the drop out level is 12% while literacy level is 64% (Republic of Kenya, 2009).

3.4 Population of the study

Population in research is total number of subjects or all members under the study (Orodho, 2009). This study considered the population in public secondary schools in the Sub-county. The secondary schools under study are those which have consistently presented candidates for National examination in the period 2011 – 2014. Enrolment in these public secondary schools is 6651 students out of which 3492 are boys and 3159 girls. Government employed teachers are 158 out of which 113 are male and 49 female. There are 29 Head teachers, 129 teachers and one Quality Assurance and Standards Officer (Teso North Education Office, 2014).

Table 3.1: Study Population

<table>
<thead>
<tr>
<th>Category</th>
<th>population</th>
<th>sample</th>
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<tbody>
<tr>
<td>QASO</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Head teachers</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Directors of studies</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Class teachers</td>
<td>100</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>159</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>
3.5 Sample and Sampling Techniques

The researcher used purposive and stratified random sampling techniques. Purposive sampling technique was used to select one QASO, 16 Head teachers and 16 directors of studies. Purposive sampling technique was appropriate because the study targeted schools that have consistently presented students for national examination. It has the advantage of total representation (Kothari, 2004). The current study had a total of one QASO, 16 Head teachers and 16 directors of studies, of which all of them were sampled for the study.

Stratified random sampling technique was used to select 64 class teachers. Stratified random sampling technique is a method used to divide a population into homogeneous sub groups (strata), each stratum is then sampled individually (Dooley, 2004). In the current study, each class formed a stratum. Table 3.2 shows how the sample was distributed.

**Table 3.2: Sample Distribution**

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample</th>
<th>Sample Percentage (%)</th>
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<td><strong>Total</strong></td>
<td><strong>159</strong></td>
<td><strong>97</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

3.6 Instruments of Data Collection

The instruments for data collection in this study were questionnaires, interview schedules and documents analysis to obtain information on enrolment, wastage rate and graduation rate. The questionnaires were administered to the directors of studies and the class teachers.
The questionnaires sought information on class size, physical facilities, school policies and teachers’ characteristics in relation to internal efficiency of the school.

3.6.1 Class Teachers’ Questionnaire

Questionnaires for class teachers had both ‘closed’ and ‘open’ ended questions. It sought information on personal background, class size, physical facilities, school policies and teacher characteristics in relation to internal efficiency (appendix II).

3.6.2 Questionnaires for Directors of Studies

The directors of studies’ questionnaires had both closed and open ended questions. It sought information related to personal background, class size, physical facilities, school policies and teacher characteristics (appendix III).

3.6.3 Interview schedule for head teachers

The researcher used interviews to get information on school size, average class size, number of teachers and their professional qualifications, number of graduates and the quality of school facilities (appendix IV). As Mugenda and Mugenda (1999) assert, an interview is an oral type of questionnaire where instead of writing the response, the interviewee gives needed information verbally in a face-to-face interaction.

3.6.4 Interview schedule for QASO

Interview schedule for QASO solicited information that supplemented questionnaire and the document analysis. The interview schedule sought information on schools’ management, schools’ academic performance, learning and teaching materials, QASOs opinion on wastage and completion rates in the Sub County (appendix V).
3.7 Reliability of the Research Instruments

Reliability is the capacity of the instrument to give reliable outcomes more than once (Kerlinger, 2003). Reliability is inversely related to random error (Dooley, 2004). A pilot study to establish the reliability of the research instruments was carried out in two public schools in the Sub-county. The two schools that were used piloting did not take part in the actual. Reliability of the questionnaire items was checked before they were supplied to the respondents of this study. Reliability of instruments was measured using Cronbach Alpha method. The results of the pilot study, using Cronbach Alpha Test, gave the value of 0.79; hence the instruments were considered reliable.

3.8 Validity of the Research Instruments

Validity is the degree to which a measure precisely reflects the idea that is supposed to measure or the quality being logically sound. Research instruments can be validated through expert judgments and or statistical procedures (Best & Khan 2003). To ascertain content validity of the research instruments, the researcher consulted experts in the area from the Faculty of Education, Kisii University. The experts' comments and suggestions were used to refine the instruments.

3.9 Data Collection Procedures

The researcher sought research permit from the National Commission of Science and Technology Innovation (NACOSTI) through the School of Graduate Studies, Kisii University before the study was conducted. Notification letters were sent to the County Director of Education – Busia County, Sub-county Quality Assurance and Standards Officer – Teso North Sub County, and the Head teachers of the schools under the study. Thereafter, the researcher sought consent from individual respondents under the study.
3.10 Methods of data Analysis

The researcher utilized Descriptive statistics to describe data that was collected. The data that was collected was sorted first, edited by the researcher, and then coded. The researcher further, classified the data into various categories which was tabulated in readiness for analysis. Quantitative data was analyzed utilizing descriptive statistics; frequencies, as well as percentages. In analyzing data, the researcher used Statistical Package for Social Sciences (SPSS) Version 21. Descriptive statistics was used to describe the collected information so as to depict the average respondent and to uncover the general response design. Analyzed data were presented in terms of percentages and frequency tables. Qualitative data was placed under themes that were consistent with objectives of this research and thereafter, conclusions were drawn based on trends and patterns of responses (Orodho, 2012b).

3.11 Ethical Considerations

Prior to carrying out the study, relevant authority to conduct research was obtained from the National Council for Science and Technology, Ministry of Education as well as the respective school managers. The participants were informed of the nature of research prior to them completing the questionnaires. They were informed that data collected would be treated with utmost confidentiality during and after the research and would be used only for the intended purpose. Further, the information collected was kept confidential and used only for the research purpose. Moreover, data collected was analyzed, interpreted and reported as reflection of facts on the topic under study without bias or favor. All cited information has been duly acknowledged.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This part deals the results of the study and their elucidations. It has five sections where the initial segment deals with background data of respondents. The second part deals with the analysis of data that was obtained on influence of class size on internal efficiency. Third part presents analysis of responses on influence of physical facilities on internal efficiency. The fourth and fifth parts of this chapter present analysis of findings on influence of school policies and teachers characteristics respectively, on internal efficiency.

4.2 Background information

A total number of 76 questionnaires were distributed to 60 class teachers and 16 directors of studies. The background information sought in this study was; gender of the respondents, age, professional qualification, and teaching experience.

4.2.1 Gender of the respondents

The study established that majority 47(78.3%) of the class teachers were male and 13(21.7%) were females. For the director of studies, 12(75.0%) were male while 4(25%) were females, as illustrated in figure 4.1 (a) and (b).
Figure 4.1 (a): Gender of the class teachers

Figure 4.1 (b): Gender of director of studies
This shows that there are more male teachers than female teachers in secondary schools. Proportionately, this was the case for the directors of studies where 75% of them were male and therefore there is need to encouragement more female teachers in teaching profession to increase their participation in secondary education so that they enjoy equality with male colleagues at work place.

4.2.2 Age of the respondents

The age distribution for the class teachers was; 35(58.3%) aged below 30 years, 22(36.7%) aged between 31-40 years, 2(3.3%) aged between 41-50 years while 1(1.7%) aged between 51-60 years. Similarly, the age of the directors of studies was found to be; 5(31.3%) aged below 30 years, 10(62.5%) aged between 31-40 years, 1(6.3%) aged between 41-50 years while none aged between 51-60 years, as indicated in figure 4.2 (a) and (b).

![Figure 4.2 (a): Age distribution for class teachers](image-url)
The findings of this study clearly show that 95\% of class teachers and 93.8\% of directors of studies are aged 40 years and below. This means majority of the respondents are young and energetic to render services to the students and school in general.

4.3 Influence of class size on internal efficiency of public secondary schools in Teso North Sub County

The first objective of the study was to establish the influence of class size on internal efficiency of public secondary schools in Teso North Sub County. The class teachers response on adequacy of class rooms was 26(43.3\%) agreed while 34(56.7\%) disagreed that class rooms were enough. This indicates that most schools lack sufficient class rooms.
and therefore teachers have challenge in managing crowded class rooms, hence compromising learning. Finn et al. (2003) commented that learners in small size classrooms show less troublesome conduct than those in huge classes. The study established that most schools do not meet the required teacher student ratio, as evidenced by the majority of the class teachers 38(63%) who agreed with the statement, as a results teachers cannot adequately supervise class activities as indicated by 32(53%) of the respondents. 26(43.3%) of the respondents agreed that the class room atmosphere is conducive for learning while 34(56.7%) disagreed, as presented in table 4.1

Table 4.1: Class Teachers response

<table>
<thead>
<tr>
<th>Statements</th>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has enough class rooms</td>
<td>Yes</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>34</td>
<td>56.7</td>
</tr>
<tr>
<td>There is good teacher student ration</td>
<td>Yes</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>38</td>
<td>63</td>
</tr>
<tr>
<td>Teachers can adequately supervise class activities</td>
<td>Yes</td>
<td>28</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>32</td>
<td>53</td>
</tr>
<tr>
<td>The class room atmosphere is conducive for learning</td>
<td>Yes</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>34</td>
<td>56.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The response from the directors of studies established that 8(50.0%) of the schools did not have enough class rooms. Few schools 2(12.5%) had good teacher-student ratio (1:40), while 14(87.5%) did not have. 7(43.8%) of the respondents agreed that the teacher can adequately supervise class activities, while 9(56.3%) disagreed. Majority of the respondents 11(68.8%) agreed that the teacher can enforce class discipline with ease, while
5(31.3%) disagreed. 9(56.3%) of director of studies agreed that the classroom atmosphere is conducive for learning while 7(43.8%) disagreed. The information is summarized in table 4.2.

### Table 4.2: Directors of studies Response on school enrolment

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has enough classrooms</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>There is good teacher-student ratio (1:40)</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>The teacher can adequately supervise class activities</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td>The teacher can enforce class discipline with ease</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>68.8</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>31.2</td>
</tr>
<tr>
<td>The classroom atmosphere is conducive for learning</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>56.2</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>43.8</td>
</tr>
</tbody>
</table>

The head teachers were asked to rate the total enrolment in the school, 4(25.0%) rated high, 4(25.0%) rated low while 8(50.0%) rated average as indicated in table 4.3.

### Table 4.3: Rating of enrolment in the school

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>25.0</td>
</tr>
<tr>
<td>Low</td>
<td>25.0</td>
</tr>
<tr>
<td>Average</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On the actual enrolments, the study established that 4(25.0%) of the schools had total enrolment of below 150 students, 6(37.5%) had enrolment of between 151-200, 4(25.0%) had enrolment of between 401-500, while 2(12.5%) had total enrolment of between 800-900 students, as indicated in table 4.4. the schools with enrolment of below 250 students
were new schools and are single streamed, while those with more than 250 students had more than one stream.

**Table 4.4: Total Enrolment**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 and below</td>
<td>25</td>
</tr>
<tr>
<td>151-250</td>
<td>37.5</td>
</tr>
<tr>
<td>401-500</td>
<td>25</td>
</tr>
<tr>
<td>800-900</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The researcher also sought to know the average number of students per class, it was found that, 2(12.5%) of the schools had 30-39 students per class, 8(50.0%) had 40-49 students per class, 2(12.5%) had 50-59 students per class, while 4(25.0%) had more than 60 students per class, as indicated in table 4.5

**Table 4.5: Number of students per class**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39</td>
<td>12.5</td>
</tr>
<tr>
<td>40-49</td>
<td>37.5</td>
</tr>
<tr>
<td>50-59</td>
<td>12.5</td>
</tr>
<tr>
<td>&gt; 60</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The response from both class teachers, directors of studies and head teachers indicates that the class size in most schools in study area are large, in which it is further complicated by teacher student ratio of above 1:40. The class size determines teachers’ ability to supervise class activities and enforce class discipline. The smaller the class size, the better and conducive is the learning process. Therefore the research findings indicate that the internal efficiency in most schools in the study area might be compromised.
4.4 Influence of physical facilities on internal efficiency of public secondary schools in Teso North Sub County

The second objective of the study was to find out the influence of physical facilities on internal efficiency of public secondary schools in Teso North Sub County. The class teachers were requested to rate the availability of various physical facilities in their schools, they were to rate using; not available, not adequate, adequate and more than adequate. On class rooms, 34(56.7%) of the respondents rated not adequate while 26(43.3%) rated adequate, concerning the offices, 2(3.3%) rated not available, 43(71.7%) rated not adequate and 15(25.0%) rated as adequate. 14(23.3%) of the respondents rated not available for library, 34(56.7%) rated not adequate, 11(18.3%) rated adequate while 1(1.7%) rated more than adequate.

Most of the respondents 34(56.7%) rated furniture as inadequate and 26(43.3%) rated as adequate. For the case of laboratory and equipments, 3(5.0%) of the respondents rated as not available, 35(58.3%) rated as not adequate, while 22(36.7%) of the respondents rated as adequate. On toilet facilities, 38(63.3%) of the respondents rated as not adequate, 19(31.7%) rated as adequate and 3(5.0%) rated as more than adequate. Playing fields were rated; 11(18.3%) not available, 35(58.3%) were rated not adequate, while 14(23.3%) rated as adequate. Most of the respondents 39(64.0%) rated text books as not adequate and 21(35.0%) rates as adequate. On school bus/ van, 27(45.0%) rated as not available, 14(23.3%) rated as not adequate 18(30.0%) rated as adequate while 1(1.7%) rated as more than adequate. Most respondents 32(53.3%) rated teachers housing as not available, 24(40.0%) rated as not adequate and 4(6.7%) rated as adequate, the information is summarized in table 4.6.
Table 4.6: class teachers response on physical facilities availability

<table>
<thead>
<tr>
<th>Facility</th>
<th>Not available</th>
<th>Not adequate</th>
<th>Adequate</th>
<th>More than adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>F</td>
<td>0</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>56.7</td>
<td>43.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Offices</td>
<td>F</td>
<td>2</td>
<td>43</td>
<td>15</td>
</tr>
<tr>
<td>%</td>
<td>3.3</td>
<td>71.7</td>
<td>25.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Library</td>
<td>F</td>
<td>14</td>
<td>34</td>
<td>11</td>
</tr>
<tr>
<td>%</td>
<td>23.3</td>
<td>56.7</td>
<td>18.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Furniture</td>
<td>F</td>
<td>0</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>56.7</td>
<td>43.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Laboratory and its equipment</td>
<td>F</td>
<td>3</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>%</td>
<td>5.0</td>
<td>58.3</td>
<td>36.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Toilets</td>
<td>F</td>
<td>0</td>
<td>38</td>
<td>19</td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>63.3</td>
<td>31.7</td>
<td>5.0</td>
</tr>
<tr>
<td>Playing fields</td>
<td>F</td>
<td>11</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>18.3</td>
<td>58.3</td>
<td>23.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Textbooks</td>
<td>F</td>
<td>0</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>64.0</td>
<td>35.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School bus/van</td>
<td>F</td>
<td>27</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>%</td>
<td>45.0</td>
<td>23.3</td>
<td>30.0</td>
<td>1.7</td>
</tr>
<tr>
<td>Teachers housing</td>
<td>F</td>
<td>32</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>%</td>
<td>53.3</td>
<td>40.0</td>
<td>6.7</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The class teachers’ explanation on how physical facilities affect internal efficiency was that; inadequate physical facilities cause crowding, scramble for available facilities and inconveniences to students. Inadequate physical facilities also make students unable to concentrate on their academic work, and may eventually lead to drop outs due to non-conducive learning environment.

Director of studies responses on physical facilities was; 8(50.0%) opined that the class rooms were not adequate, while similar proportion indicated that they were adequate. Most respondents 14(87.5%) mention that the offices were not adequate. The library facility was found to be wanting as indicated by 6(37.5%) of the respondents indicating that they lack the facility, 8(50.0%) indicated that the library was not adequate, while only 2(12.5%) said
that the library facility was adequate. Most of the respondents 12(75.0%) responded that the furniture was not adequate, while 4(25.0%) had adequate furniture. On laboratory and equipments, 2(12.5%) had none, 9(56.3%) inadequate and 5(31.3%) had adequate laboratory and its equipments. The respondents commented that the absence of fundamental facilities such as the laboratories had traded off the teaching of sciences. This had made practical subjects being instructed hypothetically as a major aspect of versatile component by instructors because of insufficient resources to enable teaching of these particular subjects. The results agree with Mayama and Lumuli (2009) who says that absence of physical facilities influence negatively learners' performance. The toilet facilities were found to be inadequate, as indicated by 12(75.0%) of the respondents while 4(25.0%) had adequate toilets. On playing fields, 5(31.2%) said not available, 7(43.8%) said not adequate while 4(25.0%) had adequate playing field. Most of the respondents 11(68.8%) had inadequate text books while 5(31.3%) had adequate text books. 8(50.0%) had no school bus/van, while 7(43.8%) had adequate school bus/van, while 1 (6.3%) responded not adequate. Teachers’ housing was a serious challenge as indicated by 8(50.0%) of the respondents indicating that it is not available, as indicated in table 4.7. The directors of studies explained that, inadequate school facilities make the learning of students less effective. They opined that some learners do not grasp the concepts as they are not comfortable and may end up dropping out of school.
Table 4.7: Directors of studies response on physical facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Not available</th>
<th>Not adequate</th>
<th>Adequate</th>
<th>More than adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>F 0</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 0.0</td>
<td>50.0</td>
<td>50.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Offices</td>
<td>F 0</td>
<td>14</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 0.0</td>
<td>87.5</td>
<td>12.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Library</td>
<td>F 6</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 37.5</td>
<td>50.0</td>
<td>12.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Furniture</td>
<td>F 0</td>
<td>12</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 0.0</td>
<td>75.0</td>
<td>25.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Laboratory and its equipment</td>
<td>F 2</td>
<td>9</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 12.5</td>
<td>56.3</td>
<td>31.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Toilets</td>
<td>F 0</td>
<td>12</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 0.0</td>
<td>75.0</td>
<td>25.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Playing fields</td>
<td>F 5</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 31.3</td>
<td>43.8</td>
<td>25</td>
<td>0.0</td>
</tr>
<tr>
<td>Textbooks</td>
<td>F 0</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 0.0</td>
<td>68.8</td>
<td>31.3</td>
<td>0.0</td>
</tr>
<tr>
<td>School bus/van</td>
<td>F 8</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 50.0</td>
<td>6.3</td>
<td>43.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Teachers housing</td>
<td>F 8</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% 50.0</td>
<td>6.3</td>
<td>43.8</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The results point out that in the study area, most schools lack the required physical facilities and this has negative effect on internal efficiency of the schools. Juma (2011) connects performance in examination to condition of teaching and learning resource in schools. He
takes note of that learners from poor families perform inadequately in the examinations on the grounds that the poor are frequently in regions where schools are truly denied of indispensable facilities thus a state of mind of vulnerability might be instilled right on time into youngsters influencing them to feel that being in school is an exercise in futility.

The findings concur with Ongweya (2015) who found that school based variables influence internal proficiency of secondary schools in Kisumu County. Furthermore, the findings concur with Koang (2014) who conducted a study on factors influencing internal proficiency in elementary schools and established that deficiency or lack of fundamental facilities, for example, course books, student's work areas and references as a major factor contributing to poor internal efficiency.

4.5 Influence of school policies on internal efficiency of public secondary schools in Teso North Sub County

The third objective of the study was to establish the influence of school policies on internal efficiency of public secondary schools in Teso North Sub County. Schools have their own operational polices and control in connection to teaching/learning processes and evaluation of the students discovering that influence internal efficiency of the schools. These policies include; promotion policy, school fees policy, language polices among others.

The class teachers response on school policies available in their school was; 22(36.7%) had promotion policy, 18(30.0%) had language policy, similar proportion had disciplinary policy in place while 2(3.3%) had boarding policy, as shown in table 4.8
Table 4.8: Class teacher response on School policies in place

<table>
<thead>
<tr>
<th>Policy</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion policy</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Language policy</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Disciplinary policy</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Boarding policy</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The researcher further sought to find out whether these policies influence internal efficiency, majority of the respondents 51(85.0%) agreed that the policies influence internal efficiency, while 9(15.0%) disagreed, as indicated in table 4.9.

Table 4.9: Class teachers response on influence of policies on internal efficiency

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
<td>85.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The class teachers explanation on how the school policies influence internal efficiency was that promotion policy makes the students who have not attained certain preset marks not to proceed to the next class; such policy may discourage the students and make them drop out of school. Disciplinary policy stipulates the measures the school can take against students found breaking the school rules which include suspension, expulsion among others. School fees policies set the minimum amount of fees balance which a student is allowed in school and any student with fees arrears above the set target stays out of school. These make the students miss much of the lessons, hence affecting their academic
performance. These school policies if not well implemented may negatively affect school internal efficiency.

The directors of studies response was that schools have; promotion policy, language policy, disciplinary policy, and boarding policy. On the influence of school policies on internal efficiencies, all the directors of studies agreed. They opined that policies such as strict school fees payment, promotion policy and disciplinary policy may lead to repetition and drop out, and hence affect internal efficiency. The results concur with a study by Koang (2014) who conducted a study on factors affecting internal efficiency in primary schools in Nuer Zone, Nigeria and he established that school policies influence internal efficiency.

4.6 Influence of teacher characteristics on internal efficiency of public secondary schools in Teso North Sub County

The fourth objective of the study was to determine the influence of teacher characteristics on internal efficiency of public secondary schools in Teso North Sub County. Awoyemi (2012) revealed that educator attributes as far as capability, decision of profession, age, marital status, and years of teaching experience had huge impact on instructor viability. Likewise, the nature of educators determines how efficient they are. It is essential for any school to have enough qualified instructors. In this manner it isn't the number that matters, instead it is the level of their productivity that does matter. Majority of the class teachers, 54(90.0%) agreed that teachers characteristics influence internal efficiency, while 6(10.0%) disagreed, as indicated in table 4.10.
Table 4.10: Teacher’s characteristic and internal efficiency

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>90.0</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>Tot</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.6.1 Professional Qualification of the Respondents

Figure 4.3 (a) and (b) indicates the professional qualifications of the respondents. The professional qualification for class teachers was; 1(1.7%) had certificate, 17(28.3%) had diploma, majority 39(65.0%) had bachelors degree, while 3(5.0%) had masters degree. On the other hand the qualification for the directors of studies was; 2(12.5%) had diploma, 11(68.8%) had bachelors degree, and 3(18.8%) had masters degree. A trained educator will have vital educational abilities which will advance learners' understanding, spurring students to learn, in this way advancing academic internal efficiency.
On the question whether all teachers are qualified to teach the subjects assigned, majority of class teachers, 51(85.0%) agreed while 9(15.0%) disagreed, as shown in table 4.11. Teachers’ qualification influence teachers content delivery. Sitiya and Adegbemile, (2014) conducted a study on teacher characteristics as a correlate with internal effectiveness of secondary schools in Nigeria and found that there was significant correlation between educators’ quality and the level of proficiency of schools.

Table 4.11: Teachers qualification to teach the subjects assigned

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
<td>85.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.6.2: Teaching experience of the respondents

The study established that, majority of class teachers experience was that; 43(71.7%) had teaching experience of less than 5 years, 11(18.3%) had teaching experience of between 6-10 years, 4(6.7%) have teaching experience of 10-20 years while 2(3.3%) have teaching experience of more than 20 years. Most directors of studies 12(75.0%) had teaching experience of 5 years and below, 2(12.5%) had 6-10 years’ experience, and similar proportion had teaching experience of between 10-20 years, as indicated in figure 4.4 (a) and (b).

![Figure 4.4(a): Teaching experience for class teachers](image)
The study findings showed that, greater part of the educators had enough teaching experience of less than 5 years. Teaching experiences enhance teachers’ teaching skills and subject mastery, hence improving students’ performance, and hence internal efficiency. Teachers experience influences students’ achievements in several ways. Teachers with long experience use better classroom administration approaches and satisfactory teaching strategies that energize learners, self-sufficiency and decrease custodial control, consequently assuming liability for learners adapting needs, overseeing classroom issues and keeping learners on undertaking (Chacon, 2005). Akinleye (2001) and Commeyas (2003) stated that experience enhances teachers’ teaching aptitudes while the students learn
better in the hands of educators who have taught them consistently over some time. Adelowokan and Makinde (2011) contended that educators' experience has a tendency to reflect in class control and capacity to get together with the necessities of individual learners. The length of teaching experience has been a critical factor deciding how viably the teaching learning process in a school has accomplished. Table 4.12 indicates the response on whether the teachers are experienced in their subject areas, majority of the respondents 44(73.3%) agreed while 16(26.7%) disagreed. As indicated by Akinleye (2001) and Commeyas (2003) educators encounter enhances their teaching abilities while the students learn better in the hands of instructors who have taught them consistently over some time.

Table 4.12: Teachers experience in their subject areas

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>73.3</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established that majority 10(62.5%) of the school principals had served as head teacher for between 5-10 years, 4(25.0%) had served for less than 5 years, and 2(12.5%) had served for more than 10 years, as indicated in table 4.13.

Table 4.13: Number of Years Served as Head Teacher

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>5-10 years</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.6.3 Number of Teachers in the Selected Schools
On the number of teachers in the school, the study established that 6(37.5%) had 10 teachers and below, 6(37.5%) had between 10-20 teachers while 4(25.0%) had more than 20 teachers, as indicated in table 4.14

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 and below</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>10-20</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>Above 20</td>
<td>4</td>
<td>25.0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The study sought to find out the number of teachers under BOM and those under Teachers Service Commission (TSC), 6(37.5%) had less than 5 BOM teachers, 6(37.5%) had between 6-10 BOM teachers while 4(25.0%) had between 11-20 BOM teachers. The study also found out that 8(50.0%) of the schools had less than 5 government teachers, 2(12.5%) had between 6-10 government teachers, while 2(12.5%) had between 11-20, and 4(25%) had above 20 government teachers, as indicated in table 4.15. Adequacy of educators is reflected by the teacher-student ratio. The student-teacher ratio mirrors the quantity of the students that is taken care of by one instructor in a stream in a lesson (Lumuli, 2009). Low Student-teacher ratio implies that an educator will have the capacity to deal with less students, suggesting high attention level. High student ratio suggests that an instructor will have the capacity to deal with numerous learners at once. This will make an instructor to utilize teaching strategies which are deductive leaving students detached (Michelowa, 2003; Dembele and Miaro, 2003). High student teacher ratio compromises internal efficiency.
### Table 4.15: Number of BOM and Government Teachers

<table>
<thead>
<tr>
<th>BOM teachers</th>
<th></th>
<th>Government teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>5 and below</td>
<td>6</td>
<td>37.5</td>
<td>8</td>
</tr>
<tr>
<td>6-10</td>
<td>6</td>
<td>37.5</td>
<td>2</td>
</tr>
<tr>
<td>11-20</td>
<td>4</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Above 20</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td>16</td>
</tr>
</tbody>
</table>

#### 4.6.4 Effect of Teacher Characteristics on Internal Efficiency

The respondents were also presented with Likert scale question in which they were to rate them as strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD), on aspects of teachers characteristics. Most respondents agreed that teachers have good attitude towards students, as indicated by 26(43.3%) and 31(51.7%) of the respondents who strongly agreed and agreed respectively. On statement that teachers adequately supervise class activities, 8(13.3%) strongly agreed, 41(68.3%) agreed while 7(11.7%) disagreed. Similarly on statement that teachers are motivated and committed to their work, 11(18.3%) strongly agreed, 27(45.0%) agreed, 8(13.3%) disagreed and 4(6.7%) strongly disagreed.

The study further established that teachers adequately supervise class activities, as indicated by 14(23.3%) of the respondents who strongly agreed and 35(58.3%) who agreed. Likewise, teachers have good personal relationship with colleagues and students as depicted by the response, 15(25.0%) strongly agreed, and 34(56.7%) of the respondents who agreed, the response are summarized in table 4.16.
Table 4.16: Class Teachers Response on Teacher Characteristics and Internal efficiency

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have good attitude towards students</td>
<td>26</td>
<td>43.3</td>
<td>31</td>
<td>51.7</td>
<td>2</td>
</tr>
<tr>
<td>Teachers adequately supervise class activities</td>
<td>8</td>
<td>13.3</td>
<td>41</td>
<td>68.3</td>
<td>4</td>
</tr>
<tr>
<td>Teachers are motivated and committed to their work</td>
<td>11</td>
<td>18.3</td>
<td>27</td>
<td>45.0</td>
<td>10</td>
</tr>
<tr>
<td>Teachers adequately supervise class activities</td>
<td>14</td>
<td>23.3</td>
<td>35</td>
<td>58.3</td>
<td>8</td>
</tr>
<tr>
<td>Teachers have good personal relationship with colleagues and students</td>
<td>15</td>
<td>25.0</td>
<td>34</td>
<td>56.7</td>
<td>9</td>
</tr>
</tbody>
</table>

The opinion of the directors of studies was similar with those of class teachers on the effects of teacher characteristics on internal efficiency. The opinion was that; teachers’ qualification, experience, attitude and motivation affects how efficient a teacher can be, hence influencing internal efficiency of the school. The response of the majority of the directors of studies 12(75.0%) disagreed with the statement that all teachers are qualified to teach the assigned subject, and also most respondents 13(81.3%) disagreed that teachers are experienced in their subject areas.

The rating on the statements on teacher characteristics by the directors of studies was that; most respondents 8(50.0%) agreed and 5(31.3%) agreed that teachers have good attitudes towards students. 11(68.8) agreed and 4(25.0%) strongly agreed that teachers adequately supervise class activities. On statement that teachers are motivated and committed to their work, 12(75.0%) of the respondents agreed. The study also established that teachers have good class room management, as indicated by 11(68.8%) of the respondents who agreed
and 4(25.0%) who strongly agreed. It was also evident that teachers have good personal relationship with colleagues and students, since 14(87.5%) of the respondents agreed and 2(12.5%) strongly agreed, as presented in table 4.17.

**Table 4.17: Directors of studies response on teacher characteristics**

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have good attitude towards students</td>
<td>5</td>
<td>31.3%</td>
<td>8</td>
<td>50.0%</td>
<td>1</td>
</tr>
<tr>
<td>Teachers adequately supervise class activities</td>
<td>4</td>
<td>25.0%</td>
<td>11</td>
<td>68.8%</td>
<td>1</td>
</tr>
<tr>
<td>Teachers are motivated and committed to their work</td>
<td>1</td>
<td>6.3%</td>
<td>12</td>
<td>75.0%</td>
<td>2</td>
</tr>
<tr>
<td>Teachers have good class room management</td>
<td>4</td>
<td>25.0%</td>
<td>11</td>
<td>68.8%</td>
<td>1</td>
</tr>
<tr>
<td>Teachers have good personal relationship with colleagues and students</td>
<td>2</td>
<td>12.5%</td>
<td>14</td>
<td>87.5%</td>
<td>0</td>
</tr>
</tbody>
</table>

The suggestion of the directors of studies on what can be done to enhance internal efficiency the schools were that; the government to employ more teachers to improve teacher students’ ratio, putting in place strategies to motivate teachers in order to boost their morale towards teaching, and provision of physical facilities.

The head teachers were presented with Likert scale questions on teacher characteristics influencing internal efficiency. On the statement that teachers have good attitude towards students, 10(62.5%) agreed and 2(12.5%) of the respondents strongly agreed. Most of the respondents 14(87.5%) agreed and 2(12.5%) strongly agreed that teachers adequately supervise class activities. Most respondents 10(62.5%) were undecided on the statement that teachers are motivated and committed to their work. However, majority of the head teachers 14(87.7%) agreed that teachers have good class room management. Also,
12(75%) of the respondents agreed that teachers have good personal relationship with colleagues and students, as indicated in table 4.18

**Table 4.18: Head Teachers Response on Teacher Characteristics**

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>F</th>
<th>%</th>
<th>A</th>
<th>F</th>
<th>%</th>
<th>U</th>
<th>F</th>
<th>%</th>
<th>D</th>
<th>F</th>
<th>%</th>
<th>SD</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have good attitude towards students</td>
<td>2</td>
<td>12.5</td>
<td>10</td>
<td>62.5</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teachers adequately supervise class activities</td>
<td>2</td>
<td>12.5</td>
<td>14</td>
<td>87.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teachers are motivated and committed to their work</td>
<td>2</td>
<td>12.5</td>
<td>2</td>
<td>12.5</td>
<td>10</td>
<td>62.5</td>
<td>2</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teachers have good classroom management</td>
<td>2</td>
<td>12.5</td>
<td>14</td>
<td>87.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have good personal relationship with colleagues and students</td>
<td>4</td>
<td>25.0</td>
<td>12</td>
<td>75.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher sought to know from the head teachers how often they carry out inspection in the school, majority of the respondents 10(62.5%) said they carry out inspection once a term, 2(12.5%) inspect the school twice a term, and 4(25.0%) do inspection more than thrice per term.

**Table 4.19: Frequency of carrying out inspection by head teachers**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Twice</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>More than thrice</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established that QASO officer carry out inspection of secondary schools in Teso North sub-County at least twice a year. Concerning qualification of teachers to teach the subject assigned to, the QASO officer confirm that not all teachers are qualified to teach
the subjects assigned to, and also not all the teachers have the experience in the subjects they teach. The QASO officer agreed with the statements that; teachers have good attitudes towards students, the teachers can adequately supervise class activities, teachers are motivated and committed to their work, and they also have good class room management and good personal relationship with colleagues and students.

The researcher sought the opinion of the QASO officer on the measures that can be done to enhance internal efficiency, and the response were; employment of more qualified teachers, provision of adequate physical facilities and sensitization of the community on the importance of cooperation with the school management in various school programmers’.
CHAPTER FIVE
SUMMARY OF THE FUNDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The chapter presents the summary of the findings, conclusions and recommendations for the study advanced based on the findings.

5.2 Summary of the findings
5.2.1 Influence of class size on internal efficiency of public secondary schools in Teso North Sub County
The class teachers’ response established that the average number of students per class was 40 - 49. Most schools had teacher-student ratio of above 1:40. Despite the challenge of high teacher student ratio, teachers strived to adequately supervise class activities and to enforce class discipline.
The directors of studies opined that the schools did not have enough classrooms hence high teacher-student ratio. Most directors of studies held the view that teachers cannot adequately supervise class activities. However, they agreed that the teacher can enforce class discipline and that the classroom atmosphere was conducive for learning.
The head teachers’ rated total enrolment in the school as average and the actual enrolments of most schools were 100 - 500 students. The findings indicate that the class size in most schools in study area is large. Therefore, the internal efficiency in most schools in the study area might be compromised.
5.2.2 Influence of physical facilities on internal efficiency of public secondary schools in Teso North Sub County

The response from the class teachers indicated that the schools had inadequate teaching and learning resources. The directors of studies and the head teachers held the same view as the class teachers. Most schools did not have school bus/van and teachers housing facilities.

5.2.3 Influence of school policies on internal efficiency of public secondary schools in Teso North Sub County

Majority of the schools had school based policies which influenced internal efficiency. The findings point to the existence of policies such as promotion policy, language policy, disciplinary policy and boarding policy. The class teachers were further asked to explain how the school policies influence internal efficiency. The respondents opined that strict implementation of some of these policies such as promotion policy and disciplinary policy may lead to repetition and drop out, and hence affect internal efficiency.

5.2.4 Influence of teacher characteristics on internal efficiency of public secondary schools in Teso North Sub County

The study established that schools had on average between 10 - 20 teachers. All schools in the study area had employed BOM teachers to curb teachers’ shortage. All government employed teachers were qualified to teach the subjects assigned and are experienced in their subject areas. However, not all BOM teachers were qualified and experienced in their subject areas. The study further established that most teachers have good attitude towards students, they adequately supervise class activities and are motivated and committed to their work.
The directors of studies and class teachers opined that teachers’ qualification, experience, attitude and motivation affects how efficient a teacher can be, hence influencing internal efficiency of the school. The directors of studies suggested that the government should employ more teachers to improve teacher students’ ratio, should put in place strategies to motivate teachers in order to boost their morale towards teaching, and provide necessary physical facilities to enhance efficiency of schools.

Majority of the head teachers agreed that; teachers have good attitude towards students, teachers adequately supervise class activities, but they were undecided on whether or not teachers were motivated and committed to their work. Further, majority of them agreed that teachers have good classroom management and have good personal relationship with colleagues and students.

The study established that QASO officers carry out inspection of secondary schools in Teso North Sub-County at least twice a year. The QASO officer opined that not all teachers are qualified and experienced to teach the subjects assigned. His opinion on enhancing internal efficiency was; employment of more qualified teachers, provision of adequate physical facilities and sensitization of the community on the importance of cooperation with the school management in various school programmes.

5.3 Conclusion

The total enrolment of the school was average with an average of 40 - 49 students per class. Few schools had good teacher-student ratio (1:40). Despite the challenge of high teacher student ration, it was found that teachers strived to adequately supervise class activities and to enforce class discipline so as to create conducive classroom environment.
The schools lacked necessary physical infrastructure such as; class rooms and the offices, and library, furniture, laboratory and equipments, toilets, teachers housing and text books. But in-spite of inadequate physical infrastructure, teachers have managed to utilize the facilities available to enhance learning.

Most schools had promotion policy, language policy, disciplinary policy and boarding policy. The study established that school policies had effect on internal efficiency based on how they were being implemented.

The study established that teacher characteristics influence internal efficiency. The number of government teachers in all schools was not adequate hence schools had employed teachers under BOM to curb the shortage. Not all BOM teachers were qualified and experienced to teach the subjects assigned. Further, most teachers were found to have good attitude towards students, able to adequately supervise class activities and are motivated and committed to their work.

5.4 Recommendations

Based on the research findings, the researcher made the following recommendations;

1. The study established that most schools had average enrolment, the researcher therefore recommend that the school management should ensure that the resources available are commensurate with the enrolment.

2. The schools lacked necessary physical infrastructure such as; class rooms and the offices, and library, furniture, laboratory and equipments, toilets, teachers housing and text books. The school management should liaise with the County Government to provide the necessary infrastructure in order to enhance internal efficiency.
3. The study established that schools had school based policies that had effect on internal efficiency. Given that there was no uniformity in terms of policies in the schools, the researcher recommends harmonization of school policies in order to enhance internal efficiency.

4. Teacher characteristics were found to affect internal efficiency. The teacher characteristics such as level of education, experience and specialization is important in enhancing internal efficiency. The researcher recommends trainings through seminars and workshops.

5.5 Areas for further studies

1. Future study should be conducted in the entire County in order to allow for generalization of the findings, since the current study was conducted in the sub County.

2. Future study to statistically test the relationship between the selected factors and internal efficiency, since the current study employed only the use of descriptive statist
REFERENCES


APPENDIX I: INTRODUCTION LETTER

Kisii University,
Private Bag,
Kisii.
To ……………………………
……………………………………
…………………………………….

Dear Sir/Madam,

**REF: INFLUENCE OF SELECTED FACTORS ON INTERNAL EFFICIENCY OF PUBLIC SECONDARY SCHOOLS IN TESO NORTH SUB COUNTY.**

You have been selected to participate in the study aimed at investigating Influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County of Busia County. By giving your views towards this subject, you will be contributing towards assessing the impact of selected factors on internal efficiency of our public secondary schools. Kindly read the instructions and views in the questionnaires/interview schedules attached to this letter before responding to all the items. Be assured that the information you provide will be treated with utmost confidentiality and will be used for no purpose besides this study.

Thank you in advance for your cooperation.

Yours sincerely,

Lawrence Okaale Murunga
APPENDIX II: QUESTIONNAIRE FOR CLASS TEACHERS

Introduction

This questionnaire is intended to collect information on the research titled ‘Influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County’. You have been identified as a potential respondent. You are hereby requested to give information required without hesitation knowing very well that the information you give will be treated with confidentiality. Note that there is no right or wrong answer. Please fill in the blank spaces provided or tick (✓) whenever necessary.

Part A: Background information

1. What is your gender?  Male [ ] Female [ ]

2. What is your age?     Below 30 years [ ]
   31 – 40 years [ ]
   41 – 50 years [ ]
   51 – 60 years [ ]
   Above 60 years [ ]

3. What is your professional qualification?
   Certificate [ ] Diploma [ ] Bachelors Degree [ ] Masters Degree [ ]
   Others (specify) ……………………………

4. For how long have you been teaching?
   5 years and below [ ] 6 – 10 years [ ] 10 – 20 years [ ] above 20 years [ ]
PART B: CLASS SIZE AND INTERNAL EFFICIENCY.

1. Which class are you a class teacher currently?

Form 1[ ] Form 2[ ] Form 3[ ] Form 4[ ]

2. How many students are in your class? .....................

3. Do you have cases of absenteeism among students in your class? Yes [ ] No [ ]

If yes, what are the reasons for absenteeism?

........................................................................................................................................
........................................................................................................................................

4. Currently do you have repeaters in your class? Yes [ ] No [ ]

If yes, what could be the reasons for students repeating classes?

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........................................................................................................................................

5. Do you have some of your students who have dropped out of your class? Yes [ ] No [ ]

If yes, what could be the reasons for students dropping out of classes?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5. The table below has statements on class size of the school, tick (✓) accordingly.

77
a) The school has enough classrooms  

b) There is good teacher-student ratio (1:40)  
c) The teacher can adequately supervise class activities  
d) The teacher can enforce class discipline with ease  
e) The classroom atmosphere is conducive for learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
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<tr>
<td>b)</td>
<td></td>
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<td>c)</td>
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<td>d)</td>
<td></td>
<td></td>
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<tr>
<td>e)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part C: Physical facilities and internal efficiency

1. Do you think the school physical facilities affect internal efficiency of the school?

Yes [ ] No [ ]

If yes, please explain how physical facilities affect internal efficiency

…………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………

Indicate whether the following physical facilities are available in your school. For each facility tick (✓) whether they are: not available, not adequate, adequate or more than adequate.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Not available</th>
<th>Not adequate</th>
<th>Adequate</th>
<th>More than adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Offices</td>
<td></td>
<td></td>
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<tr>
<td>Library</td>
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<tr>
<td>Furniture</td>
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<td></td>
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<tr>
<td>Laboratory and its equipment</td>
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<td>Toilets</td>
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<tr>
<td>Playing fields</td>
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<tr>
<td>Textbooks</td>
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<tr>
<td>School bus/van</td>
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<tr>
<td>Teachers housing</td>
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<td></td>
</tr>
</tbody>
</table>

Part D: School policies and internal efficiency

1. Does this school have any of the following policies? Tick (✓) the school policies available.

Promotion policy [ ] Language policy [ ] Disciplinary policy [ ] Boarding policy [ ]
Any other policy [ ], specify

2. Do these policies influence internal efficiency of the school? Yes [ ] No [ ]

If yes, please explain how

Part E: Teachers’ characteristics and internal efficiency

1. Do you think teachers’ characteristics influence internal efficiency of the school?

Yes [ ] No [ ]

If yes, explain

2. Do you agree (yes) or disagree (no) with the following statements.

a) All the teachers in this school are qualified to teach assigned subjects. Yes [ ] No [ ]

b) All teachers in this school are experienced in their subject areas. Yes [ ] No [ ]

3. The table below has statements on teachers’ characteristics in the school, tick (✓) according to your level of agreement. Where; SA- strongly agree, A-agree, U-undecided, D-disagree, and SD-strongly disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teachers have good attitude towards students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The teacher can adequately supervise class activities</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>c) Teachers are motivated and committed to their work</td>
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<tr>
<td>d) Teachers have good classroom management</td>
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<tr>
<td>e) Teachers have good personal relationship with colleagues and students</td>
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</tbody>
</table>
**Part F: Students enrolment trend for the period 2011 – 2015**

Please trace and fill in the table below with information regarding your students’ enrolment since their admission in form one to date.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CLASS ENROLMENT</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>2011</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>2012</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>2013</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>2014</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>2015</td>
<td>E</td>
<td>R</td>
</tr>
</tbody>
</table>

Key: E = Enrolment R = Repeaters D = Dropouts B = Boys G = Girls
APPENDIX III: QUESTIONNAIRE FOR DIRECTORS OF STUDIES

Introduction
This questionnaire is intended to collect information on the research titled ‘Influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County’. You have been identified as a potential respondent. You are hereby requested to give information required without hesitation knowing very well that the information you give will be treated with confidentiality. Note that there is no right or wrong answer. Please fill in the blank spaces provided or tick (√) whenever necessary.

Part A: Background information

1. What is your gender?  Male [    ]         Female [    ]

2. What is your age?     Below 30 years [     ]
                        31 – 40 years [    ]
                        41 – 50 years [    ]
                        51 – 60 years [    ]
                        Above 60 years [    ]

3. What is your professional qualification?
   Certificate [    ] Diploma [    ] Bachelors Degree [    ] Masters Degree [    ]
   Others (specify) ………………………..

4. For how long have you been the director of studies?
   5 years and below [    ] 6 – 10 years [    ] 10 – 20 years [    ] above 20 years [    ]

Part B: Class size and internal efficiency

1. What is the average number of students per class/stream in this school? 
                           …………………..

2. Do you have cases of absenteeism among students in this school? Yes [    ] No [    ]
If yes, what are the reasons for absenteeism?
........................................................................................................................................
........................................................................................................................................

3. Currently do you have repeaters in any class? Yes [  ] No [  ]
If yes, what could be the reasons for students repeating classes?
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........................................................................................................................................

4. Do you have some students who have dropped out of school? Yes [  ] No [  ]
If yes, what are the reasons for students dropping out of school?
........................................................................................................................................
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5. The table below has statements on class size of the school, tick (✔) accordingly.

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The school has enough classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) There is good teacher-student ratio (1:40)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The teacher can adequately supervise class activities</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>e) The classroom atmosphere is conducive for learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part C: Physical facilities and internal efficiency
1. Do you think the school physical facilities affect internal efficiency of the school?
Yes [  ] No [  ]
If yes, please explain how physical facilities affect internal efficiency
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
2. Indicate whether the following physical facilities are available in your school. For each facility tick (✓) whether they are: not available, not adequate, adequate or more than adequate.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Not available</th>
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<tr>
<td>Teachers housing</td>
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</tr>
</tbody>
</table>

**Part D: School policies and internal efficiency**

1. Does the school have any of the following policies? Tick (✓) the school policies available.

Promotion policy [ ] Language policy [ ] Disciplinary policy [ ] boarding policy [ ]

Any other policy [ ], specify

………………………………………………………………………………………………

2. Do these policies influence internal efficiency of the school? Yes [ ] No [ ]

If yes, explain how

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

**Part E: Teachers’ characteristics and internal efficiency**

1. Do you think teachers’ characteristics influence internal efficiency of the school?

Yes [ ] No [ ]
If yes, explain

..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

2. Do you agree (yes) or disagree (no) with the following statements with regard to your school.

   a) All the teachers are qualified to teach assigned subjects. Yes [    ] No [    ]

   b) All teachers are experienced in their subject areas. Yes [    ] No [    ]

3. The table below has statements on teachers’ characteristics in the school, tick (✓) according to your level of agreement. Where; SA- strongly agree, A-agree, U-undecided, D-disagree, and SD-strongly disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
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<tbody>
<tr>
<td>a) Teachers have good attitude towards students</td>
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<tr>
<td>e) Teachers have good personal relationship with colleagues and students</td>
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</tbody>
</table>

4. What do you think can be done to enhance internal efficiency of this school?

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..........................................................................................................................
..........................................................................................................................
APPENDIX IV: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Introduction
This interview schedule is intended to collect information on the research titled ‘Influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County’. I have identified you as a potential respondent and I request you to give information required without hesitation. The information you give will be treated with confidentiality and will only be used for the purpose of this research.

Q1. How long have you served as head teacher in this school?

Q2. How many teachers are in your school? (Please categorize them as either BOM or Government)

Q3. What is the total enrolment in this school for the years 2011 – 2014?

<table>
<thead>
<tr>
<th>Year</th>
<th>Total student enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
</tbody>
</table>

Q4. In your opinion, how is the total enrolment in this school? (Is it High, Low or Average?)

Q5. How often do you carry out inspection (Quality Assurance) in your school per term? (Is it Once, Twice, Thrice or more than thrice a term?)

Q6. What is the school’s mean performance in KCSE examinations for the past 4 years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of candidates</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q7. What is the average number of students’ per class/stream in this school?

Q8. In your opinion, how can you describe your school’s physical facilities? (Are facilities Adequate, Not adequate or more than adequate?)
Q9. Does your school have policies that you think influence its internal efficiency? (Yes or No, if yes, please state some of these policies).

Q10. Do you agree (yes) or disagree (no) with the following statements.

a) All the teachers in this school are qualified to teach assigned subjects. (Yes or No)

b) All teachers in this school are experienced in their subject areas. (Yes or No)

Q12. State your level of agreement with the following statements on teachers’ characteristics in your school. Where; SA - strongly agrees, A - agree, U - undecided, D - disagree, and SD - strongly disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teachers have good attitude towards students</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

Q13. In your opinion, what can be done to enhance internal efficiency of this school?
APPENDIX V: INTERVIEW SCHEDULE FOR QASO

Introduction
This interview schedule is intended to collect information on the research titled ‘Influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County’.

Q1. How many public secondary schools are there currently in Teso North Sub-county?

Q2. How many government teachers are in public secondary schools in Teso North Sub-county?

Q3. What is the total enrolment in public secondary schools in Teso North Sub-county for the years 2011 - 2014?

<table>
<thead>
<tr>
<th>Year</th>
<th>Total student enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
</tbody>
</table>

Q4. In your opinion, how is the total enrolment in public secondary schools in Teso North Sub-county? (Is it High, Low or Average?)

Q5. Indicate the number of public secondary schools in each of the following categories:

a. Day public secondary schools.

b. Full boarding public secondary schools.

c. Boarding and day public secondary schools.

Q6. How often do you carry out inspection (Quality Assurance) in public secondary schools in Teso North Sub-county per school per year? (Is it Once, Twice, Thrice or more than thrice?)

Q7. What is the mean performance of public secondary schools in KCSE examinations in the Teso North sub county for the past 4 years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of candidates</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Q8. What is the average class size of secondary schools in the sub county?

Q9. In your opinion, how can you describe secondary schools’ physical facilities?

(Are they Adequate, Not adequate or more than adequate?)

Q10. Do secondary schools in the sub county have policies that you think influence their internal efficiency? (Yes or No, If yes, can he/she state some of these policies)

Q11. Do you agree (yes) or disagree (no) with the following statements in the sub county.

a) All teachers are qualified to teach assigned subjects. Yes [ ] No [ ]

b) All teachers are experienced in their subject areas. Yes [ ] No [ ]

Q12. State your level of agreement with the following statements on teachers’ characteristics in schools within the sub county. Where; SA- strongly agree, A-agree, U-undecided, D-disagree, and SD-strongly disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>a) Teachers have good attitude towards students</td>
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<td>b) The teacher can adequately supervise class activities</td>
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<td>e) Teachers have good personal relationship with colleagues and students</td>
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</table>

Q13. In your opinion, what can be done to enhance internal efficiency of the public secondary schools in the sub county?
APPENDIX VI: MAP OF TESO NORTH SUB COUNTY
APPENDIX VII: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote Ref: No. NACOSTI/P/15/31915/8227

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date: 2nd December, 2015

Lawrence Okaale Murunga
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of selected factors on internal efficiency of public secondary schools in Teso North Sub County, Busia County - Kenya,” I am pleased to inform you that you have been authorized to undertake research in Busia County for a period ending 13th November, 2016.

You are advised to report to the County Commissioner and the County Director of Education, Busia County 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. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.
APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. LAWRENCE OKALE MURUNGA
of KISII UNIVERSITY, 0-50244
remgoro, has been permitted to conduct
research in Busia County
on the topic: INFLUENCE OF SELECTED
FACTORS ON INTERNAL EFFICIENCY OF
PUBLIC SECONDARY SCHOOLS IN TESO
NORTH SUB COUNTY, BUSIA COUNTY -
KENYA
for the period ending: 13th November, 2016

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County 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
without 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) hard
copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

RESEARCH CLEARANCE
PERMIT

Serial No. A 7398

CONDITIONS: see back page