

## INFLUENCE OF PROVISION OF PHYSICAL FACILITIES ON THE INTERNAL EFFICIENCY OF DAY SCHOOLS IN BURETI SUB-COUNTY, KENYA

Zeddy-Chepkemoi\* and Stephen Tomno Cheboi\*\*

School of Education, Department of Social Sciences, Mount Kenya University, Kenya  
and

Lecturer: Department of Educational Administration; Mount Kenya University, Kenya

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**Abstract:** Education is a critical component for sustainable development of any country. In Kenya, secondary school education has expanded rapidly in the past and there have been challenges that lead to high learners' dropout rates. This study sought to investigate the extent to which provision of physical facilities influence the internal efficiency of day secondary schools in Bureti Sub-County. The specific objective of the study was to; determine the effect of provision of physical facilities on the internal efficiency of day secondary schools in Bureti Sub-County. The study adopted Classical Liberal Theory of equal opportunity by Bannister and used descriptive survey research design. From 28 day secondary schools in Bureti Sub-County, 3 schools, being 10% of the entire population, were used during pilot study and thus the target population comprised 25 principals, 25 deputy principals and 249 teachers. A total sample of 194 respondents were drawn using purposive sampling technique for 24 principals and 24 deputy principals while 146 teachers were drawn using simple random techniques. Data collection was done using questionnaires on teachers and interview schedules on principals and deputy head teachers. The tools were adequately validated using expert judgment and piloted to establish the reliability where Cronbach coefficient alpha was determined and found a reliable index of 0.70. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 23.0 to find the means, percentages and standards deviations and presented on tables, charts and graphs while qualitative data were analyzed thematically. The study found out that science laboratories have required resources in their schools. Most of the schools did suffer congestion in classrooms since majority of the respondents disagreed that there is no congestion in class due to enough classrooms. The study recommended that new classes should be built to reduce congestion in schools. It was noticed that most classes used by day schools in Bureti Sub-County were formerly being used by the primary schools and therefore needs to be expanded to reduce the congestion in class.

**Keywords:** Pass-rates, Repeater rate, Teacher-Pupil ratio, Internal Efficiency

### Introduction

The Kenyan government has invested enormous resources into FDSE to enable the students from humble backgrounds access better education that ensures that they get developed mentally, socially and economically thus become fruitful in the society. The study done by Glennerster in 2011 shows that countrywide, there was poor performance in KCSE in 2008 where 25% of the students scored C+ and 27.17% in 2010. Basing on the data obtained from Ministry of Education Bureti Sub-County the general mean score of students from Bureti schools were as follows: 3.3, 3.6, 3.7, 2.9, 3.5, 3.4, 3.0, 4.1, 3.0 and 3.5 from 2008 to 2017 respectively. This shows that the scores are still dismal and unsteady. There are various studies that have been conducted by the researchers on free education policy in relation to academic performance, both in primary and secondary level.

Introduction of FDSE by the government of Kenya was meant to address illiteracy, low rates of accomplishment of secondary level and high price of education in a bid to achieve SDGs and EFA. Besides, education performance has a significant influence and contribution to the area of human resource development of any country. The main objective of education is to arm learners with understanding, and skills necessary for the job market. Social and economic development of the nation depends mostly on secondary education. This is because secondary education does a crucial role to every

individual student by provision of critical abilities and understanding of progressive learning and teaching of specialists, entrepreneurs and scientists.

According to Martis (2002), secondary education plays also an important role to each individual by producing great private returns and provision of aspects to attain attitude, competencies and skills not likely to be advanced during the primary level and assist the youths during participation in society and learning. It was a privilege to a few to have secondary education that helps them attain man power to drive the country's socio-economic development.

### **Statement of the Problem**

The Kenyan government has invested enormous resources into FDSE to enable the students from humble backgrounds access better education that ensures that they get developed mentally, socially and economically thus become fruitful in the society. Free Day Secondary School Education (FDSE) initiative is expected to see students go through their secondary education successfully and to make secondary school education more affordable, reduce repetition, improve high completion and academic performance among secondary school students. However, there is still high internal inefficiency in day secondary school which includes high absenteeism rates, low academic performance, under enrolment of students, lack of adequate academic resources allocated to day secondary schools. According to a report released by the government of Kenya in 2018; public day schools still register poor performance in KCSE.

The study done by Glennerster in 2011 shows that countrywide, there was poor performance in KCSE in 2008 where 25% of the students scored a mean grade of C+ and above, while in 2010 27.17% scored C+ and above. Basing on the data obtained from Bureti the Sub – County Director of Education, the average mean grade at Kenya Certificate of Secondary Education (KCSE) examinations in the Sub County for the period 2008 to 2017 were: 3.3, 3.6, 3.7, 2.9, 3.5, 3.4, 3.0, 4.1, 3.0 and 3.5 respectively. This shows that the scores are still dismal and unsteady. However, there are limited studies, if any, on the effect of FDSE on internal efficiency of day secondary schools. Therefore, the pertinent question is to what extent does Free Day Secondary Education Policy influence internal efficiency of day secondary schools in Bureti Sub-County

### **Purpose of Study**

The purpose of this study was to investigate the extent to which FDSE policy influences internal efficiency of day schools in Bureti Sub-County. Specifically, it sought to answer the following question; To find out the extent to which provision of teaching and learning materials affects the completion rate of day school students in Bureti Sub-County, to find out the extent to which provision of teaching and learning materials affects the academic performance of day school students in Bureti Sub-County and to find out the extent to which provision of teaching and learning materials affects the enrolment rate of day school students in Bureti Sub-County

### **Research Questions**

To what extent does provision of teaching and learning materials affects the completion rate of day school students in Bureti Sub-County, Kenya?

To what extent does provision of teaching and learning materials affects the academic performance of day school students in Bureti Sub-County, Kenya?

To what extent does provision of teaching and learning materials affects the enrolment rate of day school students in Bureti Sub-County, Kenya?

### **Research Methodology**

The researcher used descriptive survey research design and adopted mixed methods that helped in coming up with the information from a larger number of respondents. Research design involves outlines, plans and schemes that are used to solve research problems by generating answers to the same (Orodho, 2009). Since survey designs concerned with descriptions that exist or existed, it was relevant to the study because the researcher sought to find

data from a large group of people that could be used to explain the observed levels of internal efficiency in the day schools in Bureti Sub-County, Kenya (Gay, 2004). According to Rao (2002), the approach of the survey is procedural and involves population identification, getting sample from the population, evidence collection from the subjects on a sample, appropriate evaluative measures adoption and making judgments in terms of pre-determined criteria. According Wisker (2007), these approaches help one to back up one set of findings for one method of data collection supported by one methodology with another different method supported by another methodology. In this study, the researcher will use questionnaires and interview guides to collect data

**Findings**

Table one indicates the perception on how of Provision of Physical Facilities Influence Internal Efficiency of Day Schools whereby there is Disagree and Strongly disagree on one column, neutral in another column, Agree and Strongly Disagree on another column, Mean and Standard deviation on different columns.

**RESULTS**

**Table 1: Influence of Physical Facilities on the Internal Efficiency of Day Secondary Schools**

Descriptions	S.D/D	N	A/S.A	Mean	Standard Deviation
The laboratories have required resources in this school	9 (6.2%)	9 (6.2%)	127 (87%)	3.90	0.684
There is no congestions in class because the classrooms are enough	123 (84.2%)	11 (7.5%)	12 (8.2%)	2.21	0.664
Students normally study by themselves in the library and during their free time.		1 (0.7%)	145 (99.30%)	3.86	0.767
Students access medication Facilities in school when they are ill.	109 (74.7%)	12 (8.2%)	24 (16.5%)	2.38	0.875
Students are exposed to various experiments due to presents of laboratory.	1 (0.7%)	12 (8.2%)	132 (90.4%)	3.94	0.387
Students normally engage in Co-curriculum activities in the school		1 (0.7%)	145 (99.3%)	4.86	0.371

**DISCUSSION**

Quality assurance officers were asked to indicate their level of agreement with how evaluation of influence of positive learning environment influence academic performance. Table 10 shows that, 30 (100%) respondents agreed that time keeping improve academic performance. The mean for this was 4.67 with a standard deviation of 0.479, this is so because majority of the respondents agreed strongly. This is in the agreement with the findings of the study done by Leithwood, (2014).

On whether presents are rewarded to the top performing and most improved students 30 (100%) respondent agreed. The mean for this was 4.97 with a standard deviation of 0.188, this is so because majority of the respondents agreed strongly implying that presents reward is a key motivation towards academic performance in most schools. This is in the agreement with the findings of the study done by Lambert, L. (2008).

15 (50%) respondents disagreed that teachers and students usually go for bench marking, 7 (23.3%) respondents were neutral and 8 (26.7%) respondents agreed. The mean for this was 2.63 with a standard deviation of 1.033, this is so because respondents in agreement and those disagreeing were almost the same in number. This is in the

agreement with the findings of the study done by Marrioh, D. (2011)

With regards to whether setting high standard in school improves academic performance, 30 (100%) respondents agreed. The mean for this was 3.50 with a standard deviation of 0.509, this is so because all respondents were agreeing with different levels. This is in the agreement with the findings of the study done by Fisher, R. (2013).

3 (10%) respondents disagreed the fact that school's principal takes part in observing the lesson attendance by teachers. 27 (90%) respondents agreed. The mean for this was 4.07 with a standard deviation of 0.828, this is so because majority of the respondents were agreeing. This is in the agreement with the findings of the study done by Jones, P. (2013).

Form four candidates were asked to indicate their level of agreement with how evaluation of influence of positive learning environment influence academic performance. Table 11 shows that, 2 (0.6%) respondents disagreed that time keeping improve academic performance, 14 (4.4%) respondents were neutral, 297 (93.7%) respondents agreed while 4 (1.3%) respondents did not give their responses. The mean for this was 4.64 with a standard deviation of 0.630, this is so because majority of the respondents agreed strongly. This is in the agreement with the findings of the study done by Anderson, (2014).

On whether presents are rewarded to the top performing and most improved students 30 (9.5%) respondents disagreed, 4 (1.3%) respondents were neutral, 183 (89.3%) respondents agreed. The mean for this was 4.29 with a standard deviation of 1.193, this is so because majority of the respondents agreed strongly implying that presents reward is a key motivation towards academic performance in most schools. This is in the agreement with the findings of the study done by Lambert, (2008).

142 (34.8%) respondents strongly disagreed that they usually go for bench marking. 33 (10.4%) respondents were neutral, 140 (44.2%) respondents agreed while 2 (0.6%) respondents did not give their responses. The mean for this was 2.86 with a standard deviation of 1.496, this is so because respondents in agreement and those disagreeing were almost the same in number. This is in the agreement with the findings of the study done by Marrioh, D. (2011)

With regards to whether setting high standard in school improves academic performance, 6 (1.9%) respondents disagreed, 15 (4.7%) respondents were neutral while 296 (93.4%) respondents agreed. The mean for this was 4.58 with a standard deviation of 0.673, this is so because majority of the respondents were agreeing strongly. This is in the agreement with the findings of the study done by Fisher, R. (2013) who asserted that improving academic performance involves setting targets and standards that enable the learners to work harder in their daily activities.

56 (17.7%) respondents disagreed with the fact that visibility of the school principal improves lesson attendance by teachers, 35 (11%) respondents were neutral and 226 (71.3%) respondents agreed. The mean for this was 4.01 with a standard deviation of 1.372, this is so because majority of the respondents were agreeing strongly. This is in the agreement with the findings of the study done by Jones, P. (2013) who asserted that the contribution of principal management towards academic performance is inevitable.

Further findings showed that team work amongst teachers in the department with a common goal of improving the learners' performance greatly improves academic performance of the candidates. Basing on the response that deputy principals gave, most schools have their academic performance average and therefore, candidates should be motivated by being rewarded when they improve or emerge the leading in various fields pertaining academics. Monitoring of students' progress was reported by the deputy principals that it help the teachers to identify the weak students and specific weakness of every student. This will enable the teachers to correct the students and thus improving the academic wise. Asked how often schools administer exams, majority of deputy principals indicated that exams are administered three times in a term excluding topical exams that are administered after every topic or some topics.

It was found that records of students' performance are kept in most schools to depict the areas where much effort should be used for improvement. Further suggestion that were by teachers are; academic clinics should be established for weak students, leaner-centered programmes such as debates and discussions should be embraced and employment of teacher-centered approaches that enhance academic performance in school. Besides rewarding presents to most performing students, deputy principals indicated that even teachers should be encouraged to teach perfectly by being rewarded when their subjects emerge the most performed subject.

## CONCLUSION

All respondents were aware of the influence of instructional leadership practices on academic performance among form four candidates. It was concluded that promoting a positive learning environment helps a lot in improving the academic performance. It's through benchmarking that teachers and learners will learn from other schools or other individuals how to tackle some issues pertaining education. It's through that that time keeping is realized to improve academic performance and it has made the principals to go step ahead in observing the lesson attendance. The researcher realized that when schools set high standards, the students struggle to attain and eventually will pass academic wise.

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