

**HEADTEACHERS' STRATEGIES IN CURBING DROP OUT IN PUBLIC
PRIMARY SCHOOLS IN KURIA EAST DISTRICT, KENYA**

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DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university.

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DEDICATION

I dedicate this work to my husband Thomas Chacha Munsiro and to our lovely children Daniel Chacha, Veronica Gati, Andrew Munsiro and Faith Cheruto, whose prayers and encouragement never ceased and finally to the Lord God Almighty in whom I have my whole being.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
FAWE	Forum for Woman Education
FPE	Free Primary Education
EFA	Education for All
KCPE	Kenya Certificate Primary Education
MOEST	Ministry of Education Science and Technology
MOE	Ministry of Education
SPSS	Statistical Package for Social Sciences
UPE	Universal Primary Education
UNESCO	United Nation Education, Science and Culture Organization
USA	United States of America

ABSTRACT

The purpose of the study was to investigate head teachers' strategies in curbing drop out in public primary Schools in Kuria East District, Kenya. The study was guided by the following objectives: to determine the extent to which head teachers' involvement of parents in school management, use of guidance and counseling, pupils' involvement in school decision making to curb pupils dropout in primary schools as well examining the challenges faced by head teachers' in curbing pupils drop out in Kuria East District. The study adopted descriptive survey design. The target population consisted of 4770 pupils in class eight and 57 head teachers, 278 class eight teachers. Simple random sampling was used to sample the schools. The sample comprised 35 head teachers, 70 teachers and 500 pupils. The researcher used questionnaires for the 35 head teachers and 70 teachers and 70 focus group discussion (FGD) with seven pupils per group.

Slightly above half (53.3%) of the head teachers indicated that parents in their schools bought supplementary books for their children. Majority of the head teachers (93.3%) indicated that parents meetings were attended good and fairly good. The study also revealed that majority of the head teachers (83.3%) indicated that parents cooperated in case of indiscipline among pupils. The majority of the head teachers (83.3%) indicated that they allowed pupils time to suggest what should be done to them. The study also revealed that the pupils lacked role models since there are few female teachers (25.0%) within

their schools. The remedies, majority of the head teachers (86.7%) indicated that they encouraged parents to participate in their children education.

The following conclusions were made that parents cooperated in case of indiscipline among pupils and the problems of pupils should be discussed openly. Head teachers used corporal punishment although the teachers disagree with its use. Head teachers noted that participation of pupils in athletics and sports had an effect on dropout rate. The head teachers noted that pupils especially girls lacked role models since there were few female teachers within their schools. The remedies as indicated by the head teachers were encouraging parents to participate in their children's education and creating awareness on the importance of education for both girls and boys.

The following recommendations were drawn there is need to encourage parents to buy their children supplementary materials. There is need to create a conducive environment for learning to curb drop out. Corporal punishment was abolished in all schools hence head teachers should replace this by implementation of guidance and counseling in schools through skilled teacher counsellors. There is need for role models in all schools by having more female teachers. Suggestion for further researcher include a similar study should be carried out in other parts of the counties on headteachers strategies in curbing drop out in public primary schools; a study on school climate in the area should be conducted to establish factors that encourage pupils to drop out of school and a study on corporal punishment within the district should be establish whether head teachers in this area still use it

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The World Bank (2003) stated that education is the seed and flower of development. Education is a powerful lever for poverty reduction and economic growth. It empowers people to take charge of their lives and makes informed choices which bring forth quality of life. According to UNESCO (2000) education makes a positive contribution in several ways such as controlling and shaping of environment and its degradation. World Bank (2003) views education as an indispensable catalyst for sustainable development and economic progress and its role cannot be sidelined. It describes education as ‘a pervasive element that must be integrated horizontally and vertically into all development effort’. Education could be said to be the key to self-advancement and promotion of social and political consciousness.

According to UNESCO (1992), the importance of primary school education, which has remained a priority agenda for education, makes it a basic global right for every child. It leads to maximum and meaningful exploitation of economic and social development goals. The significance of primary education underline the World Conference on Education for all (EFA) held in Jomtien, Thailand in 1990 and the World Education Forum (WEF) held in Dakar , Senegal 2000.

The Universal Declaration of Human Rights of 1948 established education as a fundamental right for all. Since the declaration, many countries have achieved universal primary education (UPE) while, some despite difficult economic circumstance or conflict, have it is possible to attain UPE. However, hundred million children worldwide still do not have access to primary education. Some countries are clearly not on the track for attaining UPE while some are actually moving away from it (UNESCO, 2005). An estimated 103 million six to eleven years old in developing countries or about one fifth of the world total were still not in school in 2001 (UNESCO , 2004). The united national global monitor predicted that at current trend, nearly 47 million will still be out of school in 2015 (UNDP, 2005). According to United Nations Institute of Statistics (2006), most African countries have a dropout rate of over 50 percent except for Egypt, Algeria, Cape Verde, Libya, Seychelles and Tunisia

In line with the 1948 United Universal Declaration of education as a basic human right, Kenya has made tremendous steps towards UPE. The Sessional Paper No. 10 of 1965 on African socialism and its application to planning in Kenya, poverty, ignorance and disease were considered the first enemies of development and needed to be eradicated. Education was seen as the vehicle for eradication of these vices. Provision of basic education became paramount in Kenya (Republic of Kenya, 1964). The emphasis is still there today.

Before independence, Kenya Gross Enrollment Ratio (GER) was 47 percent a (Knight and Sabat, 1990). By 1980 it had grown up to 90 percent it had 91 percent in 1989 then fell to 82 percent in 1994. After the introduction of FPE in January, 2003, the trend has since improved and stands currently at 114% (Mwangi, 2008). However, this scenario is challenged by the transition rate from class one through to class eight. Most of these children enrolled in class one do not complete their primary cycle due to pupils drop out. The problem could partly be blamed on education administrators. According to Okumbe (2001), among other administrative that the school administrators are supposed to undertake are student personnel, staff personnel and community relations.

Okumbe (2001) suggests that administrators should develop a Philosophy of Education and objectives consistent with that philosophy. After developing a philosophy ensure that parents are involved in school management, guidance and counseling is provided to children and children should be included in school decision making. This will ensure high performance leading to high retention.

Bray (2003) reveals that in India and China, parents withdraw their children from schools because of the actual opportunity costs of school. Although education is offered freely rural parents find actual cost of schooling too demanding. Some children from poor families leave school because they have to enter labor market to meet the household expenses.

Rather than pay a lot of attention to passing examinations at the expense of other pupil attributes, head teachers should look into both qualitative and quantitative issues of pupil personnel. Qualitative issues include those services which seek to help adjust better to school, develop more effectively as social and emotional persons, become better learners and develop skills for dealing with the future beyond school (Okumbe, 1998). There is need to balance the qualitative and quantitative. The head teacher is thus called up on to provide healthy guidance and counseling programs to pupils. If this is done, more pupils will be retained in school and thus reduce drop out.

Pupils are the key stakeholders within a school and thus managing them effectively is important in the overall management of a school. Every head teacher is expected to effectively manage pupil personnel (Republic of Kenya, 2006). Pupils personnel management entails those activities that supplement the regular classroom instructions. The main task in learners' management is to develop to be acceptable members of the society (Kioko, 2008). This area would include appointment to leadership position. Every head teacher should aim at seeing his/her products grow into effective people who will be good friends, good spouse, good parents, good neighbors and above all good citizens.

A study by UNESCO (2007) strongly points out that by leaving school prior to completion the drop out have educational deficiencies that severely limit their

economic and social well-being throughout their adult lives. There is need to arrest the situation of drop out so as to be in line with the ministry of education's stated goals and objectives. This would show commitment to comply with the requirements and philosophy of the Convention on Rights of the Child (CRC).

It is in line with this that studies on head teachers' strategies in curbing drop out is necessary. It should be noted that through free primary education (FPE) the government has tried to deal with economic factors but the phenomenon persists. This study seeks to determine the extent to which head teachers strategies contribute in curbing pupil drop out in Kuria East District.

1.2 Statement of the problem

Although the government has tried to address the problem of dropout rate in primary school by addressing itself to socio-economic background of the pupils, the problem of dropout seems to persist in Kuria East District.

Table 1.1: Primary education completion rate in Kuria East District 2006-2013

Year	2006	2007	2008	2009	2010	2011	2012	2013
Class	I	II	III	IV	V	VI	VII	VIII
Enrolment	6,840	6810	6762	6432	6098	5681	5272	4770
Drop out		30	48	340	334	417	409	502
% drop out		0.43%	0.70%	5.02%	5.19%	6.83 %	7.19%	9.57%

Source: (DEO Kuria East, 2013).

Drop out in public primary schools in Kuria East is progressive as you go to higher classes. This study seeks to investigate the head teachers` strategies in curbing dropout in public primary schools in Kuria East District.

1.3 Purpose of the study

The purpose of the study was to investigate head teacher`s strategies in curbing drop out in public primary schools in Kuria East District, Kenya.

1.4 Objectives of the study

The objectives of the study are:

- i. To determine the extent to which head teacher`s involvement of parents in school management contribute in pupils curbing pupils dropout in public primary school in Kuria East District.
- ii. Examine how the head teachers` use of guidance and counseling contribute to curbing pupils drop out in public primary schools.
- iii. To determine the extent to which pupils` involvement in school decision making curbs their drop out in public primary schools in Kuria East District.
- iv. To examine the challenges faced by head teacher in curbing pupils drop out in Kuria East District.

1.5 Research questions

The study will be guided by the following research questions:

- i. To what extent does head teachers' involvement of parents in school management contribute to curbing dropout in Kuria East District?
- ii. To what extent does head teachers' use of guidance and counseling contribute to curbing drop out in public primary schools in Kuria East District?
- iii. What is the influence of pupils' involvement in school decision making on their drop out in public school in Kuria East District?
- iv. What are the challenges faced by head teachers' in curbing pupils` dropout in Kuria East District?

1.6 Significance of the study

The study on head teacher`s Strategies in curbing pupils dropout is important in the following ways. First, it is expected that the findings will enable the DEO`s office to appreciate the participation of parents in curbing dropout. Secondly, the findings will serve to sensitize head teachers on the participation of pupils in decision making and finally the research findings will contribute to the existing literature for reference.

1.7 Assumption of the study

The study made the following assumption:

- i. Schools in Kuria East Districts kept accurate and reliable record on enrolment, repeaters and school dropouts

- ii. Respondent will give honest and accurate information

1.8 Limitations of the study

There was a possibility of the respondents sharing in the process of answering the questionnaires. Therefore the researcher assured the respondents of confidentiality before filling in the questionnaires. It may have been difficult for the researcher to control the attitude of the respondents as they responded to the questionnaires.

1.9 Delimitation of the study

This study was carried out in Kuria East District no schools outside this district were studied. The study is concerned mainly with public primary schools, private and secondary schools were not studied. Secondly, the study was restricted to head teachers strategies in curbing pupils drop out in public primary schools only.

1.10 Definition of significant terms

Cohort refers to a group of pupils who join class one and move together to class eight.

Drop out refers to pupils who have withdrawn from school permanently

Enrollment refers to the registered number of pupils in the grade in a given year or primary level of education in a given class at the beginning of the year.

Guidance and counseling refers to giving advice and educational opportunities as well as helping the pupil to fulfill his/her aspirations in life

Pupil refers to individual undergoing educational instructions in a public primary school.

Public primary school refers to the government owned institution which offer education where pupils get regular instruction from standard one tom eight.

Retention refers to the ability to retain pupils in school untill the completion of a cycle

Strategies refers to measures put in place to stop pupil drop out in public primary schools by primary school headteachers and other stakeholders.

1.11 Organization of the study

The study is organized in five chapters. Chapter one present the background to the study, statement of the problem ,purpose of the study , objectives of the study ,research questions, definition of significant terms, limitations and delimitations of the study , basic assumptions of the study , definitions of the significant terms and organization of the study. Chapter two focuses on the literature review related to head teachers strategies in curbing drop out. Chapter three has research methodology to be used in the study, covering the introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four covers data analysis, presentations and interpretation of the findings. Finally chapter five contains a summary of the research conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gave the background upon which information is premise and insights into various issues of strategies used by head teachers in curbing dropouts in public primary schools is examined with the aim of elucidating strength and weakness of past studies in the same area . The review takes into consideration literature on parents' involvement of in education and drop out, guidance and counseling and their influence on dropout and influence of pupils' participation and dropout in public primary schools in Kuria East District.

2.2 Concept of strategy

The term strategy is frequently being used in corporate world. It envisages thinking ahead to survive and grow in a highly competitive environment. Jauch & Gluick Khanka (2011) states that strategy is concerned with determining which option will provide maximum benefits. In this study, head teachers' strategies are involvement of parents, use of guidance and counseling and involving pupils in decision making to prevent them from dropping out of school.

2.3 Parents involvement in education and dropout

Researchers have given attention to the relationships existing between the home and school. According to Lezotte (2001) family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning. These are legitimate approaches for involvement and do not necessarily require adults spending time at the school site (Lezotte, 2001).

Steinberg (2006) demonstrated that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Steinberg's (2006) three-year study of 12,000 students in nine high schools in the US revealed that the following types of community involvement draw parents into the schools physically and are most effective in improving academic achievement: attending school programs, extracurricular activities, conferences, and 'back to school' nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

Eagle (1989) studied the effects of a number of family background factors on students' academic achievement. Eagle concluded that, when social-economic

status is controlled, parental involvement in school had the most significant positive impact upon student achievement. Snow, Barnes and Chandler (2001), in their two-year study of home and school influences on literacy achievement among children from low-income families, found that the single variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA participation, attending school activities, and serving as a volunteer. Therefore, it is clear that financial factors aside, parental involvement has a significant impact on the success of a school in terms of academic achievement.

The research findings from Snow et al. (2001), shows that parental involvement is an important aspect in determining education outcomes. Therefore, school administrators should strive to ensure that parents are actively involved in their children's school activities. Onyango (2001) notes that, one of the administrative tasks of a school principal is to improve relations with the community, adding that parental attitudes towards the school do make significant differences in children's performance. Therefore the day secondary school headteacher has to work for improved relations between the school and community.

According to Bridgemohan (2002) and Jeynes (2010), 'parental involvement' means different things to different individuals while the degree of parental involvement in different phases of education also varies. The study of parental involvement is complex, given the range of activities undertaken, the differing

perspectives held by the parties involved and the disparate nature of much of the work. Parental involvement is the awareness of and participation in schoolwork, understanding of the interaction between parenting skills and student success in schooling and a commitment to consistent communication with teachers about students' progress (National Middle School Association Research Summary (NMSA), 2006).

Parent orientation is identified as one of the principal of effective instructional supervision by Williams (1992); Dersal (1970), Wanga (1984) and Olemba et. al. (1992) this principle emphasizes a good relationship between the school and the parents it serves so that the parents can support the school in co-operative effort to improve education and hence reduce drop out. Head teachers run the schools hand in hand with the parents. Sifuna & Fatuma (2006) indicate that girls' chances of reaching high levels of education are considerably less than those of boys. When money is scarce parents, prefer educating their sons instead.

A study on wastage in 24 schools in eleven countries in Brazil showed that primary cause of school; drop out is a need for the child to work in order to help support the family (UNESCO 1998). A research in Gender issues by Odaga & Henereld (1995) reveals that besides girl participation in household chores, they are further engaged in income general activities such as family income, in Bangladesh and Nepal it is common for girls to work for an average of ten hours per day. MANTEP Institute (1995) mentions the head

teacher as having the responsibility of enlightening parents in matters related to education the head teacher should lobby parents and communities to support education.

Introduce into the school community programmes for prevention of child labour as well as work with these communities so as to encourage pupil participation and retention in school (Republic of Kenya 2007) Parental involvement is important in childrens` education and determines the completion rates it includes parents` involvement with their own childrens` (Redding, 2000).

2.4 Guidance and counseling and dropout

Guidance and counseling as a movement was started in America at the beginning of the 20th century as a reaction to change process in an industrialized society. Although it was introduced in Kenya formerly in 1967 under ministry of education it had been engraved in African traditional society since time immemorial (Nasibi, 2003). The Kakamega report (Republic of Kenya, 1988) recommended that schools establish guidance and counseling services in primary schools with senior teachers being responsible for it.

According to Republic of Kenya (2000), guidance is defined as the offering of advice to pupils to show them the right direction, while counseling is used to mean advising or cautioning pupils who may have gone astray or out of control. It is the responsibility of the head teacher to ensure that guidance and

counseling services are offered to pupils in their schools. Each primary school should establish a guidance and counseling committee headed by a teacher appointed by the head teacher (Republic of Kenya 1999. MANTEP Institute (1995) adds that in primary school this care should permeate all activities in school. The head teacher and the staff need to realize that pupils have problems related to physical maturity and emotional disturbances.

Guidance and counselling started way back in 1960's but cases of violence have continually swept across Kenyan public secondary schools. In 1999, Kyanguli mixed secondary school lost sixty eight students when their dormitories were set on fire, in the same year, Nyeri high school in Nyeri district lost four prefects when they were burnt to death after some students locked their room and set it on fire, On 13th July, 1991, at St. Kizito secondary school, boys invaded girls' dormitory and raped seventy girls and in the melee that followed, nineteen girls lost their lives (GOK, 2001). In 2001, canning was banned making it difficult to control errant students even as the population in schools increased every year. In 2008, wave of violence rocked Kenyan public secondary schools in which property worth of millions were destroyed and one life lost (Makenzi & Rutto, 2008).

Sinngi (2009) cites Statistics from Financial Post (2010) show that girls miss school between 4-6 days every month, cumulatively, totaling to 24 days in a term or 72 days in a year. The girl child loses so much in due course of her education unless this is addressed; this can yield to low performance. These

statistics assert what FAWE (2007) indicated in their study that the onset of menstruation among girls is concurrent with decline in educational performance and may lead to drop outs. According to the national coordinator of FAWE if girls receive guidance and counseling as well as sanitary towels their problem would be partly solved (FAWE, Kenya, 2007)

It is the responsibility of the head teacher to ensure that both boys and girls are well guided and counseled on changes due to puberty so as to attend school and remain at school even during their menstruation for the girls. The head teacher should also liaise with organization such as FAWE who support girls by offering sanitary towels to also talk to the girls on the process of maturation and menstrual practice. The head teacher should facilitate the re-entry of girls as girls who had dropped out of school because of pregnancies or indiscipline for the boys. This can be done by putting in place proper guidance and counseling services for the girls to avoid making them feel discrimination, embarrassed or disoriented (FAWE, 2004). The head teacher should supervise the teachers` instruction to ensure that reproductive health is properly targeted as stipulated in the curriculum and encourage the issues related to puberty and menstruation to be discussed by pupils. He can also initiate formation of health clubs and debate clubs into which reproductive health issues can be incorporated.

Mutie and Ndambuki (2007) exemplify some common personal problems that require effective guidance and counselling because they lead to indiscipline.

These are: stress and anxiety, poor self-concept, drug abuse, and sexuality among others. Effective counselling should assist in total development of the student, enable the student to make proper choices, help the student in choosing, preparing for, enter and progress in a career, as well as in vocational development, as well as helping the student to make adjustments to situations in the school and at home. For optimum individual, social, and national development, guidance needs to be made a regular and a continuous activity. This study wished to explore whether guidance and counselling has been effective in curbing cases of drop out among pupils.

2.5 Pupils' involvement in school decision making and drop out

The need to involve students in school decision making has been out forth by a section of people from scholars, parents, educators to students. Where students are involved there is effectiveness and efficiency in school operations (Petersons, 1989). The family and the school are considered two of the most important possible agencies of socialization. The youth spend the greatest single block of their time in school and hence the school has the most opportunity to function as a socializing agent. A school community is a reflection of the larger society. School has to provide a wide range of opportunity to enable pupils to practice some basic responsibilities of how to live in society (Peterson, 1989). One of the objectives of educating children is to inculcate in them those skills and attitude that will enable them function effectively in their future roles in society. These skills and attitude can best be

inculcated by giving pupils responsibilities and some form of independence so as to practice their new role to full potential (Evans ,1990).

In a study conducted in urban public primary school in Pittsburg USA Newson (2000) conducted a research and found out that that substantial number of student did not feel that they were involved in the school decision making process . The study further revealed a strong desire by students to be involved in important decision all the time. The main areas for involvement were found to be: - dress code, censorship, dining hall conduct, discipline, co-curriculum activities, counseling duties and curriculum. A study by Michael, (2008) among Indian high school student and administrators revealed a high incidence of lack of commitment among school principals.

The studies of Walker (1989) and Waithaka (2008) noted that pupils are young and full of energy. This energy can be harnessed for the benefit of the society and school. The energy therefore needs to be directed with extreme caution towards gainful activity. A school program that allows pupils involvement in school decision making offers the greatest opportunity of such gain. In fact it is feared that unless this is done the energy might be channeled to wrong direction and pose serious problems to the school administration hence leading to drop out.

2.6 Global perspective on school drop out

Lamine (1983) in his study of cause and effects of pupils dropout in the fundamental school level in Mali found out that there were two major causes of school drop outs. There were no social economic levies of parents and poor pedagogical conditions. According to Kirui (1982) from his study he found out that causes of drop out to be pre-marital pregnancies early marriages lack of interest and ignorance on the part of the parents, family background and economic activities such as herding where children dropped to go and take care of animals Lamine (1983). Blaug (1987) sees the high wastage in India primary schools as emanating from inaccessibility to schools, overcrowded classes, inadequately prepared teachers, outdated curricular, lack of text books and equipments. This situation is made worse by illiterate parents who show no interest in the education of their children, students are always away from school during particular sessions especially during agricultural peak periods (Blaug, 1987).

According to a World Bank report of 1988, dropouts are said to occur for a variety of reasons depending on the country and an individual, the phenomena leaves only 61 percent of those who enter first grade to reach the final grade of primary school in sub- Saharan Africa. The reasons given for dropping out are student failing a grade or for other reasons become discouraged about chances of success, high opportunity loss and lack of opportunity to continue in the system (World Bank 1988). According to the study carried by the ministry of education in Kenya primary school in (1995)

parents ignorance, lack of interest is ranked first and second respectively with 19.0 percent respondents (19.7% boys and 18.3% girls) as a cause of dropout poverty is ranked third with 13.0 percent (13.9 boys and 12.0 girls pregnancy among the girls and traditional beliefs scores the last with 2.9 percent and 1.4 percent respectively of responses (M.O.E.S.T 1998).

2.7 Challenges faced by head teachers in curbing the problem of drop out

UNESCO (2008) reports on what policies adopted since Dakar has brought many progress in access of schooling, school survival is not up to date with respect to enrollment and completion difficult. Some of the challenges identified by the report include lack of sufficient text books and learning materials, overcrowded classes dilapidated building in noisy unsafe environment, lack of clean water sanitary facilities and understaffing. In 1989 52% of Pakistan teachers were found to be using physical punishment on their pupils which resulted to high drop out of pupils. (Yes Pakistan newspaper, 2004). Another major challenge to the head teachers is the element of elderly pupils (reentry) after introduction of FPE. According to UNESCO (2005) there is lack of clear admission guidelines. The maximum age for which one can enroll in school is not clear hence entry of adult learners posing a serious challenge to the head teacher (Kobia, 2006).

Effective guidance and counseling in primary schools is faced by a variety of problem (Agacho, 1987). For example, there is evidence to show that pupils desire to talk to teachers but are also unclear about the boundaries especially

the limits of confidentiality. Guidance and counseling cannot begin until people recognize and commit themselves to the need for change. However, when people seek help for emotional difficulties, others often perceive them as weak or defective rather than human limitations or special problems. The situation in the school is not any different many pupils do not seek guidance and counseling services for fear of being psychologically “sick” by their peers (Mutie and Ndambuki, 2007).

2.8 Summary of literature review

From the literature reviewed it is evident that drop out in public primary schools cannot be attributed to single factor. Kazungu (2010), Owuor, (2012) and Mwangi (2009) are in agreement that involvement of parents and pupils in school management can contribute to curb drop out, while Koech (2008) and Lemang’ura (2008) state that guidance and counseling was introduced to schools long ago yet pupils still drop out. Therefore there is need to investigate the extent to which Head teacher’s strategies contribute in curbing drop out in Kuria East District.

2.9 Theoretical framework

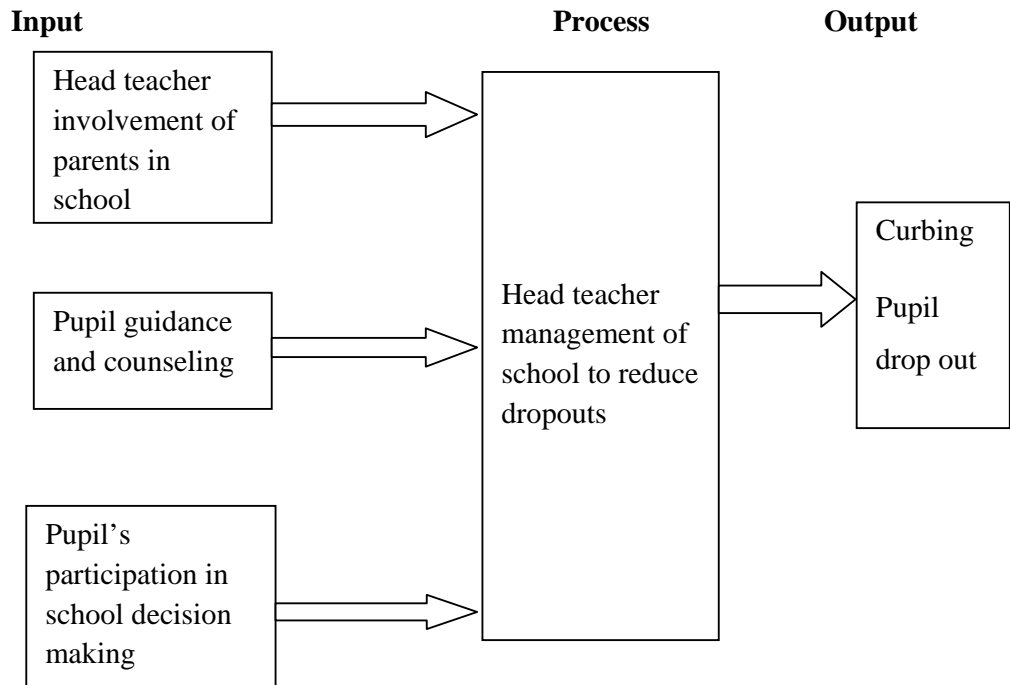
This study is anchored on Systems Theory developed by Laszlo (1972a) presented to Ludwig Von Bertalanty in 1928 in the American Arms Industry but later found its application in education. Lunenberg (2012) describes all schools as open systems although the degree of interaction with the environment may vary. Schools receive four kinds of input from the

environment:-human, financial, physical and information resource. The transformation process in systems theory enables the school administration's job to combine and coordinate the resources received from the environment to attain the school's set goals (curbing drop out).the pupils are transformed by the school system into educated graduate. Okumbe, (2001) states that the this relationship requires that the management must constantly improve its quality and understanding of the wider environment. This is done by involving parents in the education of their children, use of guidance and counseling, and involvement of pupils in school decision making. The society will develop economically, politically, technologically and socially.

2.10 Conceptual framework

In conceptual framework, it is conceptualized that curbing drop out is influenced by school management. The focus is on the head teachers strategies which are independent variables, parents involvement, guidance and counseling, pupils in participation with effect drop out which is the dependent variable.

Figure 2 .1 Head teachers strategies in curbing drop out



Head teachers management of schools to reduce drop out is not an isolated activity but a process that exist in an interaction between parents, teachers and pupils. Where pupils are guided and counseled well they will be able to participate in class and are able to participate in school decision making hence increase retention and vice versa will increase drop out.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology to be used in this study under the following sub-headings: the research design, target population, sample size and sample procedure, research instruments, validity of instruments, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

The study adopted descriptive survey design. A descriptive survey design is the information concerning the current status of a phenomenon. This descriptive survey design is important because it draws its conclusions from discovered facts. The study investigated the current information with regard to the head teacher's strategies in curbing pupils drop outs in public primary schools in Kuria East District. A descriptive survey research provided information about population variables on challenges and problems faced. The method was preferred over others since the findings envisioned were both quantitative and qualitative in nature which in turn would shed more light on the issues being investigated (Borg & Gall, 1989).

3.3 Target population

Target population was the total number of respondents in an area that the study was interested in. According to DEO Kuria East, there are 57 public primary schools in the district. Therefore the target population consisted of

4770 pupils in class eight, 57 head teachers and 278 class eight teachers who would be chosen because they spend most of the time with learners and are the key implementers of the curriculum offered and as such their opinion on the drop out shall be vital to the study (Mugenda & Mugenda, 2003).

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) and Hilton (1995), suggest that a sample of 10 percent of the population is considered minimum while 20 percent of the total population is required for smaller population. Considering a total population of 57 schools the researcher worked with 20 percent since 10 percent is too small to make the research viable.

The sample comprises of 35 head teachers or 52 percent; 70 teachers or 25 percent and 500 or 10 percent the total pupil population. Each school produced two teachers and 14 pupils. The pupils would participate in Focus Group Discussion (FGD). Anderson (1990) suggests that FGD should from 6-12 participants in order to achieve synergy and facilitate group dynamics. Simple random sampling was used to sample the schools where number of schools was written on separate slips of paper and put into a box. The researcher then picked them out one by one without looking until the number of the slips selected 35 schools (Borg & Gall, 1989).

3.5 Research instrument

The researcher used questionnaires for the head teachers and teachers and Focus Group Discussion (FGD) for the pupils. The questionnaires were made up of three parts Part A, Demographic data, Part B, open ended questions. Part C, check list on pupils' participation. The questionnaires for the head teachers and teachers was administered to gather information on participation of parents, pupils and the use of guidance and counseling to curb drop out. The questionnaire was the most suitable tool because the target group is literate and is easy to administer. Focus Group Discussion schedule was administered to class eight pupils to collect basic factors that can be used to curb drop out. The schedule is suitable because it is easy to ask oral questions to very many pupils and get instant responses.

3.6 Instrument validity

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences which are based on the research results. For validity the researcher used content validity which is the degree to which the scores yielded by a test adequately represents the context or the conceptual domain that these scores purport to measure. In identifying the role of the head teacher in curbing dropout in public primary school it was possible to construct an instrument that includes all possible items that would measure a given concept. For validity the researcher ensured that all items in the instruments are based on the themes highlighted in the conceptual framework

and subheadings in the literatures review. The items were structured in simple English language, which respondents would find easy to respond to.

3.7 Instrument reliability

Reliability is the proportion of variance attributable to be the true measurements of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials. A pilot study was carried out. Test-retest method was used to determine the reliability of the instrument. This involved administering the instrument twice to the same group of subjects. There is usually a time lapse of 2 weeks between the first period and the second testing period. The researcher administered questionnaires after two weeks and the results are compared. If they are the same then there is consistency. If they are the similar then there is no consistency. Therefore the researcher had to adjust the instrument accordingly (Mugenda & Mugenda 2003).

3.8 Data collection procedures

The researcher obtained permit from the National Council of Science and Technology and its copies was dispatched to the District Education Officer. The researcher administered the personally. Best and Kahn (2006) noted that the person administering the instrument has an opportunity to establish rapport. The researcher visited the head teacher of the selected schools to

discuss and made arrangements on the most suitable day and time for administering the questionnaires in their schools.

3.9 Data analysis techniques

In this study data was analyzed both quantitatively and qualitatively. Data from open ended questions in the questionnaires and the oral interviews were analyzed and reported qualitatively. Qualitative data is organized through organizing responses in themes as per the objective of the study. The data analyzed according to major themes related to head teacher's strategies in curbing dropouts. Responses were organized in various pertinent aspects of the study which includes parent's involvement in school management, use of guidance and counseling and challenges faced by the head teachers in curbing drop out. Quantitative data collected was tabulated and analyzed using percentages and frequencies. Responses from the questionnaires were analyzed and reported using simple statistics such as frequencies and percentage. Statistical Package for Social Sciences SPSS is utilized to provide descriptive statistics.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

The study was carried out in in Kuria East District, Kenya and was on headteacher's strategies in curbing drop out in public primary schools. All analysis used descriptive statistics. Frequencies were obtained and expressed in percentage form. Where opinions were given, their content analysed and described. The items with highest percentages were presented in tables to answer the questions raised.

It was hoped that the study will come up with findings that will help both teachers and their headteachers to recognize the consistence that Kuria East District has been having low retention and completion rate. The Contextual data of the chapter presents the interpretations of the research findings for each of the study objectives which include:

- i. To determine the extent to which head teachers' involvement of parents in school management contribute in curbing dropout in public primary school in Kuria East District.
- ii. Examine how the head teachers' use of guidance and counseling contribute to curbing drop out in public primary schools.
- iii. To determine the extent to which pupils' involvement in school decision making on their drop out in public primary school in Kuria East District.
- iv. To examine the challenges faced by head teachers in curbing pupils drop out in Kuria East District

4.2 Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaires were from 70 groups of students each group with 7 pupils, 60 teachers, and 30 headteachers. Analysis and data interpretation was based on these returns.

Table 4.1

Questionnaire return rate

Respondents	Sample	Responded	Percent
Pupils	500	490	98.0
Teachers	70	60	85.7
Head teachers	35	30	85.7

From Table 4.1, majority of the pupils, eighty six of the teachers and head teachers returned their questionnaires as targeted. Mulusa (1990) stated that 50 percent return rate was adequate, 60 percent good and 70 percent very good. The return rate was hence considered good to provide required information for the purpose of data analysis.

4.3. Demographic characteristics

This section presents the characteristics of personal attributes of individual respondents. They include; gender, qualifications and time in the current station for the teachers and the head teachers. The rationale behind inclusion of these attributes in the analysis is that they help to shed some light on head

teachers and head teacher’s strategies in curbing drop out in public primary schools.

Teachers and head teachers’ demographic data

The gender of both the teachers and head teachers are presented in Tables 4.2.

Table 4.2

Gender of respondents

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Male	45	75.0	26	86.7
Female	15	25.0	4	13.3
Total	60	100.0	30	100.0

From this study it is clear that there is gender disparity among the teachers and head teachers in this region this is demonstrated when there are more male head teachers (86.7%) and teachers at (75.0%) there are about 25% female teachers and 13.3% female head teachers. The number of women head teachers and the female teacher is very minimal compared to their male counterparts. Hence the Ministry of Education through the Teachers Service Commission County representative should ensure that there is no gender disparity in the region. This shows that if female pupils are dropping out of school they may have lacked role models within their schools.

Academic qualifications

The teachers and the head teachers were asked to indicate their academic qualifications. The results are as shown in Table 4.3.

Table 4.3

Distribution of respondent by their highest academic qualification

	Teachers		Headteachers	
	Frequency	Percent	Frequency	Percent
B.Ed	16	26.7	8	26.7
Diploma	22	36.7	12	40.0
P1	22	36.7	9	30.0
No Response	0	0	1	3.3
Total	60	100.0	30	100.0

From Table 4.3 it is clear majority of the head teachers and of the teachers had attained a diploma and Bachelor Degree in Education. A few teachers and a few head teachers had a P1 level of education. This implies that the head teachers had the qualifications to lead their schools. The teacher would also be able to identify strategies used by the head teachers in curbing drop out cases in Kuria East district.

Time in current station

The researcher sought to know from the teachers and the head teachers' time they had been in their current stations. The results are as shown in Table 4.4.

Table 4.4

Distribution of respondents with time in worked current station

	Teachers		Headteachers	
	Frequency	Percent	Frequency	Percent
Less than a year	13	21.7	2	6.7
2-3 years	24	40.0	10	33.3
4-6 years	11	18.3	6	20.0
Over 7 years	12	20.0	12	40.0
Total	60	100.0	30	100.0

Majority of the teachers (78.3%) had experience in their current stations of 2 years and above and only 21.7 percent of them who had an experience of less than a year in their current station. This shows that the teachers would be able to identify the strategies put in place by their head teachers in curbing the menace of drop out among pupils. At the same time majority of the head teachers (93.3%) also had experience of 2 years and above. Such experience would allow them to put in place strategies to assist them in curbing drop out cases among pupils. Teachers teaching experience as noted by Sidhu (1982) is a valuable asset. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining students' interest, adequate command of instructional materials

and ability to face the class with confidence. Thus the teachers with longer teaching experience may develop positive attitude towards the pupils and also may put in place strategies that would curb drop out among pupils hence sustain interest among learners.

4.4 Head teacher's involvement of parents in school management contribute in curbing dropout

Parental involvement' means different things to different individuals while the degree of parental involvement in different phases of education also varies. The study of parental involvement is complex, given the range of activities undertaken, the differing perspectives held by the parties involved and the disparate nature of much of the work. Parental involvement is the awareness of and participation in schoolwork, understanding of the interaction between parenting skills and student success in schooling and a commitment to consistent communication with teachers about students' progress (National Middle School Association Research Summary (NMSA), 2006). The researcher asked the head teachers and teachers whether parents bought supplementary books for their children. The results are as shown in Table 4.5.

Table 4.5

Head teachers' response on parents buying supplementary books for their children

	Frequency	Percent
Yes	16	53.3
No	13	43.3
No response	1	3.3
Total	30	100.0

Slightly above half of the head teachers indicated that parents in their schools bought supplementary books for their children and less than half of them said that parents in their school did not buy supplementary books for their children. These results did not agree with those of the teachers since majority of the teachers (66.7%) indicated that parents in their schools did not buy books for their children and only 33.3 percent of the teachers who noted that parents in their school bought supplementary books to their children. From the focus groups the pupils did not also support their parents buying them supplementary books. Hence only indicated that their parents provided other basic needs which included food, shelter and clothing, they also indicated that their parents supported and encouraged them to work hard in their school work. About 7.1 percent of the pupils said that their parents bought them books.

Parents meeting

Steinberg (2006) demonstrated that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Steinberg's (2006) three-year study of 12,000 students in nine high schools in the US revealed that the following types of community involvement draw parents into the schools physically and are most effective in improving academic achievement: attending school programs, extracurricular activities, conferences, and 'back to school' nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. Hence this study wished to find out from the head teachers whether when parents were invited for school meeting they attended. The results are as shown in Table 4.6.

Table 4.6

Head teachers' response on attendance of the parents meetings

	Frequency	Percent
Good	13	43.3
Fairly good	15	50.0
Poor	2	6.7
Total	30	100.0

From Table 4.6 majority of the head teachers (93.3%) indicated that parents meeting were attended good and fairly good and only 6.7 percent of them who

felt that the meeting was poorly attended. These responses were supported by 78.3 percent of the teachers who said that parents meetings were good and fairly good attended and 21.7 percent of them said it was poorly attended. The researcher observes that these results indicate that parents were generally concerned of their children's well fair and hence this made them attend the school meeting at their best. These results agrees with Onyango (2001) who noted that, one of the administrative tasks of a school principal is to improve relations with the community, adding that parental attitudes towards the school do make significant differences in children's performance. Therefore the headteacher has to work for improved relations between the school and parents for curb dropout.

School levies

The head teacher and the teachers were asked to indicate whether the school levies were paid in their schools. The results are as shown in Table 4.7.

Table 4.7

Parents payment of school levies for their children

	Frequency	Percent
Yes	23	76.7
No	5	16.7
No response	2	6.7
Total	30	100.0

Majority of the head teachers (76.7%) said that the parents paid the school levies in their schools and a few of them said that parents did not pay their school levies. This was also supported by majority of the teachers (66.7%) that parents paid school levies when required to and 33.3% of them said that parents did not pay school levies as required. When asked what happens when the levies were not paid. Some headteachers (36.7%) indicated that they called the parents to school, 33.3 percent of them said they gave them time to pay and 16.7 percent of them sent them home for the school levies. The results were supported by the teachers with 45.0 percent of them indicating that the parent was called to school, 30.0 percent of them indicating that they gave them time to pay and 13.3 percent of them said that the pupils were sent home to get the school levies.

The researcher observes that although the government has offered free primary education there school levies that have been agreed upon by the parents to be paid. Hence the parents are required to pay for the school levies they have agreed upon but this does not warrant the school to send the pupils away from school. This agrees with Snow, Barnes and Chandler (2001), in their two-year study of home and school influences on literacy achievement among children from low-income families, found that the single variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA participation, attending school activities and serving as a volunteer. Hence this would help in curbing dropout.

The head teachers and teachers were asked to indicate what the parents should do to support education of their children. The results are as shown in table 4.8

Table 4.8

Head teachers' response on support by parents on the education of their children

		Frequency	Percent
i	Buying learning / supplementary materials	27	90.0
ii	Monitoring of learners	25	83.3
iii	Planning for feeding programmes	24	80.0
iv	Provision of conducive environment at home	22	73.3
v	Cooperate and participate in educational development	21	70.0
vi	Discourage absenteeism	20	66.6
vii	Offer incentives to pupils and teachers for good performance	20	66.6
viii	No Response	3	10.0

N= 30

Majority of the head teachers indicated that parents should buy learning / supplementary materials, with 83.3 percent of them indicating that parents should monitor learners progress, 80 percent said that parents should plan for feeding programmes, 73.3 percent said that parents should provide a conducive environment at home for pupils to do their homework. Another 70.0 percent of the head teachers noted that parents should cooperate and participate in educational development in their schools, 66.7 percent of them

said that parents should discourage pupils from absenteeism and offer incentive to both pupils and teachers when there was good performance. These results were also echoed by the teachers who noted that there was need for the parents to cooperate and participate in education development and offer incentives to pupils, discourage absenteeism among pupils and teachers for good performance at 72.0 percent. About 66.4 percent of the teachers also noted that pupils needed a conducive environment back at home, parents should also monitor how they did their homework and also parents should buy learning and supplementary materials asked by them. This would enhance the performance of pupils since they are able to finish their homework. These results are supported by Olembo, Wanga and Karagu (1992) noted that parents orientation is identified as one of the principal of effective instructional supervision this principle emphasized a good relationship between the school and the parents it serves as an example so that the parents can support the school in co-operative effort to improve education and hence reduce drop out. Hence head teachers run the schools hand in hand with the parents.

Chi-square Testing

The chi-square, a parametric test of significance in the SPSS computer software was used to describe a set of scores and measurements. It was tested at a significance level of 0.05. The chi-square was preferred because it uses both quantitative and qualitative data. The chi-square test works by testing a distribution actually observed in the field, against some other distribution determined by the null hypothesis to evaluate whether the difference between

the observed and expected frequencies under a set of theoretical assumptions is statistically significant. If a relationship were not dependent, then the distribution observed and expected would be even. Hence this study wished to establish the relationship between parents buying supplementary and attendance to school meetings. The results are as shown in Table 4.9.

Table 4.9

Parents Purchases supplementary books versus attending school meetings

Buying supplementary books		Attendance of school meetings by parents			Total
		Good	Fairly good	Poor	
Yes	F	12	4	0	16
	%	75.0%	25.0%	.0%	100.0%
No	F	0	11	2	13
	%	.0%	84.6%	15.4%	100.0%
No response	F	1	0	0	1
	%	100.0%	.0%	.0%	100.0%
Total	F	13	15	2	30
	%	43.3%	50.0%	6.7%	100.0%

F= Frequency %= Percent P-Value = 0.01

From Table 4.9, 75.0 percent (12) of the teachers indicated that parents purchased school supplementary and were good in attending school meetings while eleven teachers said that parents did not purchase school supplementary and their attendance of school meetings was fairly good. This implies that parents who had issues in attending school meetings also had a problem purchasing school supplementary.

The general teachers $p\text{-value}=0.1 < 0.05$ whereas that of the parents buying supplementary books and attendance on school meetings implying that there's no significant difference between supplementary books and attendance of meetings by parents. Since the value of the chi-square is more than the critical value of the test 0.05, then there is a relationship between the two variables. This means that there is an evidence of a significant relationship between the two variables hence the two are independent.

4.5 Head teachers' use of guidance and counseling and pupils' drop out

It is the responsibility of the head teacher to ensure both boys and girls are well guided and counseled on changes due to puberty so as to attend school and remain at school even during their menstruation for the girls. The head teachers were asked to indicate whether there was indiscipline cases and how the parents participated. All the head teachers indicated that there were cases of indiscipline in their schools. They were asked to indicate how parents participated. The results are as shown in Table 4.10.

Table 4.10

Head teachers' responses on parents' participation in case of indiscipline among pupils

	Frequency	Percent
Cooperate	25	83.3
Are less concerned	5	16.7
Total	30	100.0

Majority of the head teachers (83.3%) indicated that parents cooperated in case of indiscipline among pupils and only 16.7 percent of them who reported that parents were less concerned. The teachers also indicated that there was guidance and counseling in their schools and those parents cooperated in case of indiscipline among pupils. The head teachers and teachers were asked how they solved pupils' problems. Majority (83.3%) of the head teachers and teachers indicated that they shared the problem with other teachers to get solutions, 13.3 percent shared with other pupils and only 5.0% of them who kept to self the problems of the pupils. This prompted the researcher to ask the head teachers the number of times in a month they met with the pupils for guidance and counselling. Majority of them (66.7%) indicated that they met twice a month with the pupils while 3.3 percent indicated they met with the pupils when need arised, once a month, four times a month and once in a week respectively. This prompted the researcher to ask for suggestions from both the teachers and the head teachers what should be done during guidance and

counseling sessions to retain pupils in school. The results are as shown in Table 4.11

Table 4.11

Consideration during guidance and counseling session to retain pupils in school

	Frequency	Percent
All pupils to discuss their problems freely	25	83.3
Create a friendly atmosphere	23	76.6
Consult with parents over remedies	21	70.0
Invite a professional counsellor	20	66.6
Appreciation of pupils who have change positively	19	63.3
Teachers should encourage a high degree of confidentiality on matters discussed	18	60.0
Create time for the pupils	17	56.6

Majority of the head teachers (83.3%) noted teacher counselors should allow all pupils to discuss their problems freely, 76.6 percent noted that the school management should create a friendly atmosphere and 70.0 percent of them felt that the school management should consider consulting with parents over remedies. About 66.7 percent of them noted invitation of a professional counselor should also be considered, 63.3 percent of them noted that appreciation of pupils who have changed positive and 60.0 percent noted that teachers should encourage a high degree of confidentiality on matters discussed with the pupils and 56.7 percent felt that the teacher counselors

should create time for the pupils. The teachers were also asked to indicate the consideration during guidance and counseling session to retain pupils in school. Majority of the teachers (86.6%) felt that teacher counselors should have a high degree of confidentiality on pupils matters, 72.0 percent of them also noted that the administration should allow ample time to teacher counsellor to have time for the pupils, while 70.0 percent of them noted that the school administration should create a friendly atmosphere in school, consult with parents over remedies when there are discipline cases and invite professional counselors to deal with issues affecting the pupils. The least rated factor at (55.6%) was that pupils should be allowed a lot of time to discuss their problems.

The researcher then asked the head teachers and teachers for suggestions to curb drop out in their schools. The results are as shown in Table 4.12.

Table 4.12

Suggestions to curb drop-out in school

	Frequency	Percent
School friendly environment	26	86.6
Avoid repetition of classes	25	83.3
Increase teacher pupils contact	24	80.0
Minimize school levies	23	76.6
Sensitize parents and the communities on education policies	22	73.3
Availability of learning teaching materials	20	66.6
Use chief baraza to sensitize the community on the importance of education and the education policies	20	66.6

Majority of the head teachers (86.6%) indicated it was their role to curb drop out in school by creating a friendly school environment, 83.3% of them indicated that repetition of classes should be avoided, 80% indicated that there should be an increased teacher pupil contact, and also they noted that they should minimize school levies. Others felt that they should sensitize parents and communities on education policies especially those that touched on parents marrying off their daughters at an early stage and 66.6% felt that they need to avail all learning and teaching materials and also use chief baraza to sensitize the community on the importance of education and education policies. These findings were also supported by teachers who felt that sometimes pupils went home for long since they were sent for school levies which at the end of the day ended up dropping out since the parents did not

have the money to pay the levies. When pupils were told to repeat classes they felt it was not important hence stopped coming to school, they also noted that the head teacher should create a friendly school environment where all children would fit in and also there was need for the school administration with the area leaders to create awareness of the education policies that affected the parents and children in the areas especially on Female Genital Mutilation and early marriages. Mutie and Ndambuki (2007) exemplify some common personal problems that require effective guidance and counselling because they lead to drop out cases. These can be as result of stress and anxiety, poor self-concept, drug abuse, and sexuality among others. Effective counselling should assist in total development of the pupils, enable the pupils to make proper choices, help the pupils in choosing, preparing for, enter and progress in a career, as well as in vocational development, as well as helping the pupils to make adjustments to situations in the school and at home.

4.6 Pupil involvement in school decision making and their drop out

The need to involve students in school decision making has been out forth by a section of people from scholars, parents, educators to students. Where students are involved there is effectiveness and efficiency in school operations (Petersons, 1989). The family and the school are considered two of the most important possible agencies of socialization. With this in mind the researcher sought from the head teachers and the teachers whether pupils were involved in school decision making on their drop out in public primary schools in Kuria East District. First the head teachers were asked if pupils were given time to

explain what had happened with all the head teachers indicating that they allowed pupils time to explain what had happened. This prompted the researcher to ask them to indicate whether pupils were given time to suggest what should be done to them. The results are as shown in Table 4.13.

Table 4.13

Head teachers responses on suggestions on whether pupils were given time to suggest what should be done to them

	Frequency	Percent
Yes	25	83.3
No	5	16.7
Total	30	100.0

Majority of the head teachers indicated that they allowed pupils time to suggest what should be done to them and 16.7% of them said they were not given time to suggest what should be done to them. This implies that head teachers did not have time to discuss with pupils on issues that affected to deserve the punishment, hence some pupils opted to drop out of school. This disagrees with the studies of Walker (1989) and Waithaka (2008) who noted that pupils are young and full of energy. This energy can be harnessed for the benefit of the school and society. The energy therefore needs to be directed with extreme caution towards gainful activity. A school program that allows pupils involvement in school decision making offers the greatest opportunity of such gain.

The teachers were asked to indicate what they think should be done to curb drop out in their schools. The results are as shown in Table 4.14.

Table 4.14

Teachers' suggestions of the head teacher to curb dropout in school

	Frequency	Percent
Avoid corporal punishment	52	86.6
Avoid school levies	49	81.7
Involve parents in discipline cases	48	80.0
Call parents meetings regularly	40	66.7
Cooperate with all stakeholders	40	66.7
Introduce feeding programme	38	63.3
Conduct guidance and conselling regularly	35	58.3

Majority of the teachers (86.6%) felt that head teachers should avoid corporal punishment, 81.7 percent of them indicating that the head teachers should avoid school levies and 80 percent of them involve parents in discipline cases. About 66.7% of them felt that the head teacher should call parents meetings regularly and cooperate with all stakeholders while 63.3 percent noted that introduction of feeding programmes should be done by the head teachers and 58.3 percent felt that the head teacher should conduct guidance and counseling regularly. The researcher observes that although corporal punishment was abolished in schools in the area of the study it seems to be a common practice hence the head teachers should implement guidance and counseling effectively

so as to enhance headteacher's strategies in curbing drop out without use of corporal punishment.

Table 4.15

Extent to which each activity influence encourage dropout rates in school

	Very Frequent	Frequent	Rarely	Never	No Response
Participation in athletics and sports	23(76.7%)	6(20.0%)	1(3.3%)	0	0
Guidance and counselling	3(10.0%)	23(76.7%)	4(13.3%)	0	0
Participation of prefects in the assembly	13(43.3%)	12(40.0%)	5(16.7%)	0	0
Democratic selection of prefects	9(30.0%)	14(46.7%)	4(13.3%)	2(6.7%)	1(3.3%)
General school cleanliness	13(43.3%)	8(26.7%)	4(13.3%)	2(6.7%)	3(10.0%)
Dialogue with pupils	5(16.7%)	15(50.0%)	6(20.0%)	2(6.7%)	2 (6.7%)
Invitation of motivational speakers	5(16.7%)	8(26.7%)	8(26.7%)	6(20.0%)	3(10.0%)
Peer counselling	2 (6.7%)	9(30.0%)	12(40.0%)	2(6.7%)	5(16.7%)
Prefects solve pupils issues	1(3.3%)	5(16.7%)	20(66.7%)	3(10.0%)	1(3.3%)
Participation of pupils in meetings	1(3.3%)	2(6.7%)	15(50.0%)	9(30.0%)	3(10.0%)

Majority of the head teachers (96.7%) said that participation in athletics and sports had an influence positively on dropout rates in schools while (86.6%) felt that guidance and counseling frequently influenced positively the rate of

drop outs in school, 83.3 percent of the head teachers indicated that participation of prefects in the assembly impacted positively on dropout rate and 76.7 percent noted that democratic selection of prefects influence positively on dropout rates in schools. About 70.0 percent of them indicated that general school cleanliness and dialogue with pupils affected positively on dropout rates in schools. These results agree with those of the teachers with 80.6 percent of them felt that the participation to athletics and sports, participation in guidance and counseling, participation of prefects in the assembly and democratic selection of prefects would influence positively dropout rates in their schools. The general school cleanliness and dialogue with pupils was also said to influence positive the school drop-out rate. The least rated factors by both the head teacher and teachers were peer counselling, prefects solve pupils issues and participation of pupils in meetings. From the focus group discussion the pupils felt that prefects are not supposed to solve their issues but the head teacher and teachers were more enlightened on some issues than their colleagues, this undermined some pupils and hence they drop out of school.

Linear Regression Formula

The general multiple linear regression model formula was used:

$$Y = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \dots + \beta_k\chi_k + \varepsilon$$

Where

Y is the dependent variable

$\chi_1, \chi_2 \dots \chi_k$ are the independent variables

$E(y) = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \dots + \beta_k\chi_k$ is the deterministic portion of the model
 β_1 the constant coefficients determines the contribution of the independent variable χ_1 ε_1 is the random error with mean 0 and variance of 1 (Mc Clave, 2002).

The summary output when all independent variables are included in the multiple regression equation leads to the Analysis of Variance (ANOVA). The F-test associated with the ANOVA table is used to test the null hypothesis that the independent variables are significant to the model of analysis.

The interpretation of the β parameters in a multiple regression model will depend on the terms specified in the model. The interpretations above are for a first order linear model only. In practice you should be sure that a first order model is the correct model for $E(y)$ before making these β interpretations.

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535(a)	.286	-.089	.396

ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.193	10	.119	.762	.662(a)
	Residual	2.973	19	.156		
	Total	4.167	29			

Coefficients (a)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.675	.439		1.538	.141
Guidance and counseling	.103	.221	.134	.468	.645
Peer counseling	.031	.086	.099	.365	.719
Dialouge with pupils	-.053	.119	-.134	-.440	.665
Democratic selection of prefects	.076	.098	.184	.771	.450
Participation of pupils in meetings	.097	.126	.228	.774	.449
Invitation of motivational speakers	-.021	.085	-.068	-.243	.811
Participation in athletics and sports	-.046	.174	-.063	-.265	.794
Participation of prefects in the assembly	.153	.141	.298	1.080	.294
General school cleanliness	-.130	.094	-.365	-1.380	.184
Prefects solves pupils issues	.000	.130	.000	-.001	.999

a Dependent Variable: Are they given time to suggest what should be done to them?

From the ANOVA the $p\text{-value}=0.01 < 0.05$ the pupils were implying that there is a significant difference between pupils being given time to suggest what should be done to them and the participation in a guidance and counselling, peer counselling, dialogue with pupils, democratic selection of prefects and participation of pupils in meetings. Since the value of the chi-square is more than the critical value of the test 0.05, then there is no relationship between the two variables. This means that there is an evidence of a significant relationship between the two variables; that is, pupils being given time to suggest what should be given to them and participation in guidance and counselling. The two are dependent.

4.7 Head teacher challenges in curbing pupils drop out

The challenges faced by head teachers in curbing pupils drop out were examined. The results from the head teachers are as shown in Table 4.16.

Table 4.16

Challenges faced in curbing dropout in school

	Frequency	Percent
Lack of role models	26	86.7
Lack of cooperation from parents	25	83.3
Poverty	25	83.3
Lack of guidance and counseling in some schools	22	73.3
Non reporting parents of their daughters where about	21	70.0
Early marriage	16	53.3
Hostility of parents	16	53.3
Insecurity	15	50.0
Early pregnancy	14	46.6
Overage pupils	12	40.0
Chronic absenteeism	12	40.0
Drug abuse	11	36.7
Insufficient FPE funds	8	26.7

N= 30

Majority of the head teachers 86.7% indicated that the pupils lacked role models since there are few female teachers with in their schools. About 83.3% of them noted that parents lacked cooperation, and poverty was rate very high in the area of study respectively. Another 73.3% of them indicated

the lack of guidance and counseling in school, while non-reporting parents on their daughters were about also affected, other factors such as early marriage (53.3%) and hostility from parents were also sighted challenges. Other challenges included (50.0%) of the head teachers noting that security of the area and 46.6% of them noted that overage pupils were a problem while 40.0% said that chronic absenteeism and drug abuse as another challenge and 36.7% of them noted that insufficient FPE funds also contributed to the challenges faced by head teachers in curbing drop out in public primary schools.

The head teachers were also asked to suggest some remedies for the above problems. The results are as shown in Table 4.16.

Table 4.16
Remedies for challenges faced by head teachers

	Frequency	Percent
Encourage parents to participate in their children education	26	86.7
Create awareness on the importance of education	25	83.3
Government support for feeding programmes to supplement lack of food at home	25	83.3
Encourage teachers to attended in-service courses on guidance and counseling	22	73.3
Enlighten parents on dangers of early marriages, FGM and early pregnancies	21	70.0
Ask for government support on security issues	19	63.3
Enroll overage pupils for adult education at the DEOs office	19	63.3
Peace and reconciliation	19	63.3
Encourage parents to send their children school without fail unless sick	15	50.0

N=30

Majority of the head teachers (86.7%) indicated that they encouraged parents to participate in their children education, while 83.3 percent of them indicated that they were to create awareness on the importance of education for both girls and boys and would request the government to support feeding programmes to supplement lack of food at home. Another 73.3 percent of them indicated that they would encourage teachers to attend in-service courses on guidance and counseling so that all schools will have guidance and counseling teachers, 70.0 percent also noted they would enlighten parents on dangers of early marriages, FGM and early pregnancies on their daughters. About 63.3 percent of them indicated they would enroll overage pupils for adult education at the DEOs office, they would also ask the government to support security issues in the area for this would also encourage the residents to stay in peace and also try to reconcile the warring communities this would enhance security in the area. Half of them indicated that they would encourage parents to send their children to school without fail unless sick.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings obtained during the study. Conclusions that have been drawn to explain the headteacher's strategies in curbing drop out in public primary schools in Kuria East District, the recommendations are also provided on headteacher's strategies in curbing drop out in public primary schools. Areas of further research have also been suggested.

5.2 Summary of the study

The purpose of the study was to investigate Head teachers' Strategies in Curbing Drop out in Public Primary Schools in Kuria East District, Kenya. The study was guided by the following objectives: to determine the extent to which head teachers' involvement of parents in school management contribute in curbing dropout in public primary school in Kuria East District; examine how the head teachers' use of guidance and counseling contribute to curbing drop out in public primary schools; to determine the extent to which pupil involvement in school decision making their drop out in public primary school in Kuria East District and to examine the challenges faced by head teacher in curbing pupils drop out in Kuria East District.

The methodology contains the research design, target population, sample size and sample procedure, research instruments, validity of instruments,

instrument reliability, data collection procedure and data analysis techniques. The study adopted descriptive survey design. The target population consisted of 4770 pupils in class eight and 57 head teachers, 278 class eight teachers. Simple random sampling was used to sample the schools where number of schools was written on separate slips of paper and put into a box. The sample comprises 35 head teachers or 52 %; 70 teachers or 25% and 500 or 10% the total pupil population. The researcher used questionnaires for the head teacher and teachers and Focus Group Discussion (FGD) for the pupils. For validity the researcher ensured that all items in the instruments are based on the themes highlighted in the conceptual framework and subheadings in the literatures review. Quantitative data was analyzed through descriptive statistics. Responses from the questionnaires were analyzed and reported using simple statistics such as frequencies and percentage.

5.3 Summary of findings

Involvement of parents in school management contribute

Slightly above half (53.3%) of the head teachers indicted that parents in their schools bought supplementary books for their children. These results did not agree with those of the teachers since majority of the teachers (66.7%) indicated that parents in their schools did not buy books for their children. Majority of the head teachers (93.3%) indicated that parents meeting were attended good and fairly good. Majority of the head teachers (76.7%) said that the parents paid the school levies in their schools. Majority of the head

teachers (90%) indicated that parents should buy learning / supplementary materials.

Head teachers' use of guidance and counseling

Majority of the head teachers (83.3%) indicated that parents cooperated in case of indiscipline among pupils. Majority of the head teachers (83.3%) noted teacher counselors should allow all pupils to discuss their problems freely. Majority of the head teachers (86.6%) indicated it was their role to curb drop out in school by creating a friendly school environment.

Pupil involvement in school decision making on their drop out

Majority of the head teachers (83.3%) indicated that they allowed pupils time to suggest what should be done to them. Majority of the teachers (86.6%) suggested that head teachers should avoid corporal punishment. It also revealed that majority of the head teachers (96.7%) said that participation in athletics and sports had an influence on dropout rates in schools.

Challenges faced by head teacher in curbing pupils drop out

Majority of the head teachers 86.7% indicated that the pupils lacked role models since there are few female teachers within their schools. The study revealed that 83.3% of the head teachers said that parents lacked cooperation, and poverty was rated very high in the area of study respectively. On the remedies, majority of the head teachers (86.7%) indicated that they encouraged parents to participate in their children education, while 83.3

percent of them indicated that they were to create awareness on the importance of education for both girls and boys and would request the government to support feeding programmes to supplement lack of food at home.

5.4 Conclusions

The following conclusions were drawn

At least half of the parents in Kuria East District bought supplementary books for their children according to the head teachers, although this is contradicted by teachers' results who noted otherwise.

Head teachers noted that parents cooperated in case of indiscipline among pupils and the problems of pupils should be discussed openly. Creation of a friendly school environment would curb school dropout.

Head teachers noted that they gave time to pupils to say what should be done to them. Although the teachers disagree and noted that corporal punishment has been used by the head teachers in cases of indiscipline. Head teachers noted that participation of pupils in athletics and sports had an effect on dropout rate.

The challenges faced by head teachers in curbing pupils drop out in Kuria East District, the head teachers noted that pupils especially girls lacked role models since there were few female teachers within their schools. The remedies as indicated by the head teachers were encouraging parents to participate in their

children education and creating awareness on the importance of education for both girls and boys and the government to support feeding programmes in school to supplement what lacks back at home.

5.5 Recommendations

The following are the recommendations of the study:

- i. There is need to encourage parents to buy their children supplementary materials and participate in school programmes.
- ii. There is need for parents to participate in cases of indiscipline of the children and the schools should create a conducive environment for learning to curb drop out.
- iii. Corporal punishment was abolished in all schools hence head teachers should implement guidance and counseling in schools to curb dropout cases. This is possible when there are teachers who have skills in guidance and counseling.
- iv. Pupils should have role models; therefore there is need for role models in all schools by having more female teachers. There should other activities where pupils should be involved in such sports, clubs and athletics to help curb the rate of dropout.

5.6 Suggestion for further research

- i. A similar study should be carried out in other parts of the counties on headteacher's strategies in curbing drop out in public primary schools.
- ii. A study on school climate in the area should be conducted to establish factors that out encourage pupils to drop out of school
- iii. A study on corporal punishment within the district should establish whether head teachers in this area still use it

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and Planning

P.O BOX 30197-00100

Nairobi

The Head Teacher

.....Primary School

Dear Sir/Madam

RE: RESEARCH STUDY

I am a post graduate student at the University of Nairobi, undertaking a Master of Education. I am carrying out a research study on **Head teachers' Strategies in Curbing Dropouts in Public primary Schools in Kuria East District**. The research is purely academic and the information provided in this research will be used on this research work only. Your Identity will be treated confidential. Your cooperation will be greatly appreciated. The Completed questionnaires will be collected immediately.

Thanking you in advance.

Yours faithfully,

Jemutai Koech

APPENDIX II

HEAD TEACHERS QUESTIONNAIRES

Instructions

The research is purely academic and the information provided in this research will be used in this research work only. Your Identity will be treated confidential. Your cooperation will be greatly appreciated. The Completed questionnaires will be collected immediately.

SECTION A DEMOGRAPHIC DATA

The section requires you to give personal and general information. Tick in the appropriate box or fill in the spaces provided.

1. What is your gender? Male Female
2. What is your highest academic qualification? Med BED
Diploma P1
Any other please? Specify.....
3. How long have you worked in your current station?
Less than a year 2-3 years 4-6 years
Over 7 years

SECTION B: PARENTS' INVOLVEMENT IN THE CHILDREN'S EDUCATION

- i. Do parents buy supplementary books to their children?
Yes No

ii. What is the response in attendance of the parents to an invitation for a school meeting?

Good [] Fairly Good [] Poor []

iii. Do pupils pay school levies in your school

Yes [] No []

iv. What is normally done to those who may not pay?

Sent away [] Parents are called []

Give time to pay [] Any other specify.....

v. What do parents do to pupils who do not finish their work?

Inform the class teacher []

Help the pupils to do the home work []

Are less concern []

Any other specify.....

vi. What should parents do to support education of their children?

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

SECTION C: GUIDANCE AND COUNSELING.

1. Do you have a teacher in charge of guidance and counseling in your school? Yes [] No []

2 How do pupils solve their problems in your school?

Share with fellow pupils [] Share with teachers []

Keep of self []

Any other specify.....

- 3 In your opinion what do you suggest should be done during guidance and counseling section in order to retain pupils in school?

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

4. What do you think should be done by the head teacher to curb dropout in your school?

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

SECTION D: PUPILS INVOLVEMENT

1. During indiscipline cases are pupils given time to explain what happened?

Yes [] No []

- 2 Are they given time to suggest what should be done to them?

Yes [] No []

3. The table below present's pupils involvement that influence primary school dropout rates. Based on your experience as a teacher, indicate the extent to which each activity influence dropout in your school.

Please indicate with a tick in the relevant column the extent to which each one of these processes is used in your school.

Scale: V.R- Very Frequently **F-** Frequently **R-** Rarely **N-** Never

Activities	V.R	F	R	N
Guidance & counseling				
Parents and teachers meetings				
Athletics and sports				
Career advice				
Participation in community development				
Health programs				
Maintenance of class registers				
Maintenance and repair of school facilities				
General school cleanliness				
Meetings with non-governmental organizations				

Thank you for your cooperation

APPENDIX III
QUESTIONNAIRE TEACHERS

SECTION A: DEMOGRAPHIC DATA

This research is purely academic and the information provided in this research will be used in this research work only. Your Identity will be treated confidential. Your cooperation will be greatly appreciated. The Completed questionnaires will be collected immediately.

The section requires you to give personal and general information. Tick in the appropriate box or fill in the spaces provided.

1. What is your gender? Male Female
2. What is your highest academic qualification?
Med BED Diploma
P1 Any other please? Specify.....
3. How long have you worked in your current station?
Less than a year 2-3 years
4-6 years Over 7 years

SECTION B: PARENTS' INVOLVEMENT IN THE CHILDREN'S EDUCATION

- vii. Do parents buy supplementary books to their children?
- viii. What is the response in attendance of the parents to an invitation for a school meeting?
Good Fairly Good Poor

- ix. Do pupils pay school levies in your school
 Yes [] No []
- x. What is normally done to those who may not pay?
 Sent away [] Parents are called []
 Give time to pay []
 Any other specify.....
- xi. What do parents do to pupils who do not finish their work?
 Inform the class teacher [] Help the pupils to do the home
 work [] Are less concern []
 Any other specify.....
- xii. What should parents do to support education of their children?

SECTION C: GUIDANCE AND COUNSELING.

- 1. Do you have a teacher in charge of guidance and counseling in your school?
 Yes [] No []
- 4 How do pupils solve their problems in your school?
 Share with fellow pupils [] Share with teachers []
 Keep of self []
 Any other specify.....

5 In your opinion what do you suggest should be done during guidance and counseling section in order to retain pupils in school?

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

3. What do you think should be done by the head teacher to curb dropout in your school?

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

SECTION D: PUPILS INVOLVEMENT

1. During indiscipline cases are pupils given time to explain what happened?

Yes [] No []

2 Are they given time to suggest what should be done to them?

Yes [] No []

3. The table below present's pupils' involvement that influence primary school dropout rates. Based on your experience as a teacher, indicate the extent to which each activity influence dropout in your school.

Please indicate with a tick in the relevant column the extent to which each one of these processes is used in your school.

Scale: **V.R**- Very Frequently **F**- Frequently **R**- Rarely **N**- Never

Activities	V.R	F	R	N
Guidance & counseling				
Parents and teachers meetings				
Athletics and sports				
Career advice				
Participation in community development				
Health programs				
Maintenance of class registers				
Maintenance and repair of school facilities				
General school cleanliness				
Meetings with non-governmental organizations				

Thank you for your cooperation

APPENDIX IV

FOCUS GROUP DISCUSSION SCHEDULE FOR STD 8 PUPILS

- i. How do parents support you in your schooling?

- ii. Why do pupils drop out in your school?

- iii. What do the school dropouts engage in?

- iv. What do you think should be done to minimize school dropout in your school?

- v. Do you have a teacher for guidance and counseling in your school?

- vi. Have you ever gone to the teacher for guidance and counseling to solve a problem?

- vii. What is your assessment of the guidance and counseling sessions in your school?

- viii. How is school rules made in your school?

- ix. What do you think should be done when making school rules?

- x. What would you like the head teacher, teachers and parents to do to keep pupils in school till they complete class 8?

Thank you for your cooperation

LIST OF SAMPLED SCHOOLS

1	Remanyaki	20	Kebaroti
2	Komotobu	21	Chinato
3	Tebesi	22	Kigoche
4	Kwibanche	23	Nyaroa
5	Mosweto	24	Nyabigongori
6	Kemakoba	25	Nyamanche
7	Maeta	26	Kegonga
8	Nyamagongwe	27	Koromagucha
9	Kionyo	28	Ketongoroma
10	Matare	29	Ntimaru
11	Motarakwa	30	Siabei
12	Seroga	31	Mutiniti
13	Ngebarori	32	Sakuri
14	Makararagwe	33	Kirikiri
15	Mwitembe	34	Nyagenda
16	Ngoruna	35	Itongo
17	Biasumu		
18	Kebare		
19	Nyangongo		

APPENDIX IV: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2261349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref:

NCST/RCD/14/013/920

Date:

3rd June, 2013

Jemutai Koech
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 27th May, 2013 for authority to carry out research on *"Headteacher's strategies in curbing drop out in public primary schools in Kuria East District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in Kuria East District for a period ending 31st August, 2013.

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

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

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, P.D, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kuria East District.

APPENDIX V: RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed 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 of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

(CPK05901m110/2011)

(CONDITIONS—see back page)

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THIS IS TO CERTIFY THAT:
 Prof./Dr./Mr./Mrs./Miss/Institution
 Jamutai Koach
 of (Address) University of Nairobi
 P.O.Box 92-0902, Kikuyu
 has been permitted to conduct research in


<i>Kuria East</i>	Location
	District
<i>Nyanza</i>	Province


on the topic: **Headteacher's strategies in curbing drop out rates in public primary schools in Kuria East District, Kenya.**


for a period ending: **31st August, 2013.**

PAGE 3

Research Permit No. **NCST/RCD/14/013/92**
 Date of issue **3rd June, 2013**
 Fee received **KSH. 1,000**




 Applicant's
Signature


 for Secretary
National Council for
Science & Technology