THE ROLE OF THE HEAD TEACHER IN CURBING DROP OUTS IN PUBLIC PRIMARY SCHOOLS IN KIKUYU DIVISION, KIAMBU, COUNTY, KENYA

^ S f r a i , ᵣ „

Njoroge Francisca Nyambura

A Research Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education in Educational Administration.

University of Nairobi

2012

DECLARATION

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

A s *

Njoroge Francisca Nyambura

REG NO: E55/71471/2007

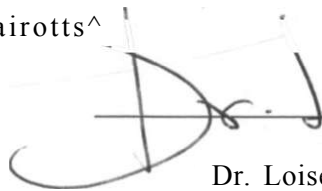This project proposal is submitted for examination with our approval as University Supervisors.

Dr. Rose Obae

Lecturer

Department of Educational Administration and Planning

University of Nairotts^

Dr. Loise Gichuhi

Lecturer

Department of Educational Administration and Planning,

University of Nairobi.

DEDICATION

This project is dedicated to my family members; my dad Lukas N. Kimani, my dear mother Margaret Wambui; my husband Peter Ng'ang'a my son Franklin Mbugua and daughter Marilyn Wariara.

ACKNOWLEDGEMENT

My sincere and deep appreciation is expressed to my supervisors; Dr. Loise Gichuhi and Dr. Rose Obae who are lecturer's in the Department of Educational Administration and Planning, University of Nairobi, for their enabling support guidance and constructive criticism, from the beginning to the completion of thus study.

I must thank my lecturers during my coursework Dr. Grace Nyaga, Dr. Loise Gichuhi, Edward Kanori, and Dr. Nelson Mari. They gave me the theoretical foundation and sharpened my interest in the current study.

My special appreciation is expressed to my dad, Lukas N. Kimani and Mother Margaret Wambui for their love and support during this study. Deep appreciation is also expressed to my husband Peter Ng'ang'a whose support and encouragement has brought me this far. Above all, I thank God through whose grace I was able to realize this long cherished dream.

TABLE OF CONTENTS

Content	Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

Table   **Page**

LIST OF FIGURES

Figure   **P a g e**

ABBREVIATIONS AND ACRONYMS

DEO - District Education Officer

EFA - Education for All

FPE - Free Primary Education

MOEST- Ministry of Education Science and Technology

UPE - Universal Primary Education.

ABSTRACT

The purpose of the study was to investigate the role of the head teacher in curbing pupil's dropout in Kikuyu Division, Kikuyu District. The literature review considered existing literature on head teachers role and dropout, school environment, learning resources and its influence on dropout, teacher shortage and dropout, influence of discipline on dropout and parental involvement in education dropout. Five research objectives were formulated to guide the study. The study adopted descriptive survey method. The sample comprised of 17 teachers and 66 teachers. Data was gathered by use of questionnaires for the teachers and the headteachers while data were analysed qualitatively and quantitatively. The study revealed that there were cases of drop out among pupils in Kikuyu division. Findings also indicated that provision of teaching and learning resources influenced curbing dropout in schools. Findings further indicated that discipline was a factor in dropping out in public primary schools. Findings also revealed that parental involvement by headteachers in the school curbed discipline. The study concluded that there were cases of drop out among pupils in Kikuyu division. The study also concluded that provision of teaching and learning resources influenced curbing dropout in schools. The study also concluded that there were measures that the headteachers took to curb the indiscipline in order to prevent drop out. These included inviting parents to school to explain the cause of absenteeism, referring pupils to guidance and counseling to address the issue of drugs. The study further concluded that parental involvement by headteachers in the school curbed discipline. For example headteachers invited parents to discuss school matters of their children, they reminded parents to pay levies, they urged parents to encourage their children to study, help them to do homework, express concern when they got poor marks and coming to school to discuss academic matters.

Based on the findings it was recommended that schools should introduce guidance and counseling, to alleviate the problem of discipline. To alleviate the cause of drop out as a result of parental negligence, the study recommended that parents should be empowered to supper their children education. It was also recommended pupils who dropout should be assisted to polytechnics so that they are not wasted; and lastly that pupils should be helped to understand the importance of education and poor pupils should be helped with school fees which has been seen as a major cause of school dropout in Kikuyu division. Taking the limitations and delimitations of the study, it was suggested that a study on assessment of the implications of current policies on drop out in primary schools should be conducted. A study on contribution of other stakeholders such as school committee in curbing drop out in schools and a study on effect of teacher demographics on drop out in primary schools should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education has been held universally as mankind's asset which upholds and perpetuates time honoured virtues. It has been viewed as concerned machinery for society, institutions and values. It is in the act of educating society that men and women become aware of their circumstances and prepare to participate in the development of the community (Filmer, 2005). According to world conference on Education for All (EFA) in Jomtien (1990), it was declared that basic education for all to be fundamental human rights. In this conference it was decided that there is need to revive the international community's commitment to the development of basic education for all.

According to Henereld (2006), education is life requirement for all human beings since it is part and parcel of their day to day activities. This means that education is required by all human beings regardless of their gender and nationality. There is an international understanding that education is the beginning of fighting against poverty and improving the standard of people's life. It increases productivity to the world market (Republic of Kenya, 2006). Importance of education is critical given that nearly a billion people cannot read and write and 300 million of world school aged children are not in school. Two thirds of those who cannot read and

write are women. 60% of the children not in school are pupils (World Bank, 2003).

The need for better education seems unlimited. Ignorance, narrowness of outwork, inability to cope with personal and social problems, among other symptoms of insufficient education is dominant features of contemporary life (United Nations Educational Scientific and Cultural Organisation [UNESCO], 2005). This means as societies develop and become more complex and artificial, the need for holistic education increases. No wonder this is why UNESCO (2005), maintains that survival, internal balance and economic growth depend on education as a means to enjoy life and participate in cultural development.

Education is a fundamental right of every person, a key to other human rights; the heart of all developments; the prerequisite for equity, diversity and lasting peace (World Education Forum Education For All: All for Education, A Framework for Action, Dakar, April 2000). Education occupies a central place in Human Rights and is essential and indispensable for the exercise of all other human rights and for development.

For nations, education opens doors to economic and social prosperity, dynamic workforce, well informed citizens who are able to compete and cooperate in the global arena. It gives voice to the disadvantaged and is fundamental to constructing society (World Bank, 2003). The Universal Declaration of Human Rights, adopted in 1948 declared that everyone has a right to education. This call

is further supported by the World Conference on Education For All, held in Jomtien, Thailand, in 1990 where representatives from 155 countries and 150 organizations pledged to provide education for all by the year 2000. The intention of these country representatives was that children, youth and adults would benefit from educational opportunities designed to meet their basic learning needs. The World Declaration on Education. For All thus defined a bold new direction in education.

Investment in education is amongst the top priorities in the political agenda in many countries. This is because of the important role it plays in social and economic development. Education is also a means to achieving other ends (Bogonko, 1992). For example, when a country has advanced in educational development she is likely to achieve other benefits such as economic growth, health, democracy and poverty eradication (Watkins, 1999).

Education is an issue of primary concern in most countries, both developed and developing. This is not only at national level but also at family and individual levels. Right from independence in 1963, Kenya in particular has been on the move trying to ensure that education is provided to all the citizens. Convinced of the importance of education in promoting and accelerating economic and social development, the Government of Kenya (GOK) devoted the early years of post independence to the development and expansion of education sector (Orodho and * Njeru, 2003). It is for this reason that there has been an increase in enrolment at

all levels of education especially at the primary level. Upon attainment of independence, many Kenyans realized there were greater opportunities offered to the educated citizens because the new nation needed qualified human resource to replace the colonialists in private and public sectors.

It is a general understanding that primary education is significant to place people into higher education levels which then place people in salaried employment. It is the duty of educators to ensure that society's youth learn and achieve in the classroom, and complete their formal schooling formally. This will enable them to function as productive citizens. If they fail, then the future development of our nations will likely fail.

The Kenya National Development Plan (2002 - 2008) notes that the high wastage rate that are associated with dropout in school, low transition between sub-sectors, over-centralized school curriculum development and unduly lengthy completion periods in higher education, render the education system inefficient (Republic of Kenya, 2002 - 2008).

School dropout rates are an indication of failure of an education system. Young people who drop out of primary school are unlikely to have the minimum skills and credentials necessary to function in today's increasingly complex society and technological workplace. The completion of primary school is required for accessing post-primary education and is a minimum requirement for most jobs (U.S. Department of Education, National Center for Education Statistics, 2001)

primary school dropouts are more likely to be unemployed than primary school completers (Caspi, Wright, Moffat and Silva, 1998, Miller, Mulvey and Martin, 1995).

The Kenyan government recognizes that the elimination of poverty, promotion of human rights and attained of sustainable development are noble goals but which cannot be released without placing education at the core of the national development agenda. The universal declaration on human rights (1948), the world conference on education for all Jomtain, Thailand (1990), and the world education forum Dakar (2000), are manifestation of realization by international community of strategy role the education can play towards the achievement of the goals.(UNESCC>,2005).

Dakar's world education forum points out that achieving universal primary education is not simply a matter of having every child in school, once enrolled the child

must stay in school sufficiently long to have basic literacy. Griffins (1994), parts it that head teachers are the frontline of the battle for universal primary education and are intensely interested in children realities and social contexts. They are responsible for supervising teaching and learning activities in the school, including teacher professional development.

Dropping out of school have multiple and complex reasons with the relative incidence of particular factors influenced by countries, situations and educational development, unsafe overcrowding and poorly equipped schools with inadequate

5

trained teachers contribute to pupil dropout. Even in the best equipped schools in many developed countries they many not be able to keep pupils from dropping out where economic hardship or poverty is not the course. The ultimate decision to leave school happens when personal financial, home or employment problems concede with children lack of confidence in school. The school have the ability to give them adequate support. (UNSECO, 2007).

John stone (2006), notes that the role of the head teacher is within the resources available, to conduct the affairs of the school to benefit the pupils and the community it serves, through pursuing objective and implementing policies set by the education authority under the overall directions of the Director of Education. This suggests that schools have the potential to act as powerful support mechanisms for pupils enabling them to handle external difficulties without dropping out.

Lloyd and Clark (2000), Observes that the completion of primary school has been associated not only with large economic returns but also with many social returns including in the case of women, lower fertility, lower infant and child mortality, better child health and education, reductions in gender inequality within the family and late ages of marriage. For school - effectiveness aspects of educational process have been identified which contribute to either positive or negative outcomes in school. They included material impacts such as classrooms, books, desks and -libraries and effective teaching such as pedagogical practices and

teacher's competence. These aspects are not only important to the academic achievement but also to retention in school because pupils who benefit from them and perform well will be encouraged to continue.

Bridgeland and di lulio (2006), parts it that schools are active, dynamic settings that may unwittingly help or hinder pupil's success. The school characteristics that affect pupils outcomes are school demographic environment, polices and disciplinary procedures, classroom environment ad instruction, administrator professional characteristics and staff professional characteristics. He continues and draws our attention that When pupils feel alienated at school and no one

»

notices if they failed to show up in class or when schools do not reflect real world challenges, pupils will opt to drop .out since they feel classes are uninteresting and irrelevant. Briggs and Ayot (1992), is of views that the head teacher as school executive, are charged with this daunting task of managing teacher among other resources.

When stakeholders feel anxious and concerned about the future for themselves and their children they look to schools and teachers for reassurance and they worry whether school are fulfilling their responsibilities, schools are expected to produce the kinds of learning that pupils need to enter the world that await them. Educators are under pressure to show the public that what they are doing is working, and governments everywhere have seized on education as a cornerstone for their political agendas, recently, large scale assessments has become the

vehicle of choice for accountability around the world and testing has changed from an instruments for decision making about pupils to a lever for holding schools accountable (William, David and Janet, 1998).

In China the overall thinking behind schooling is quite wrong. There are a lot of binding restrictions placed on schools by examinations. Most schools concentrate only on increasing the promotion rate and neglect pupils personality and their all-around developed. They pay attention only to those who do well and ignore, even discriminate against, pupils who do not do well. This is an important reason why pupils lose interest and confidence in studying and give up.(Xiao, 2002).

In Kenya, the government long term objectives are to provide all Kenyan children with basic quality education from pre- primary - primary through primary level. This is due to the realization that education enhances the ability of people to preserve and utilize the environment sustainability. Education also enhances the development and protection of democratic institution and human rights as well as fostering national unity. Ominde report (1964), and Koech report (2000), in addition education enables Kenyans to realize their social and culture aspiration Gachathi report (1976), and reduce poverty as well as social and economic inequality.

The usual list of material inputs is expanded in the framework to include curriculum beyond the core, such as sports, the arts and more practical types of education that teach skills for livings; such as life education as well as the

presence of nonacademic staff, such as the pupils advisor and a nurse or a doctor. Although these imputes have not been directly linked with learning, they provide opportunities to pupils who are less academically inclined, family education could provide pupils the skills to avoid sex, sexually transmitted disease and pregnancy thus reducing chances of dropouts; the availability of a doctor or a nurse could improve health condition and lead to better attendance and retention (Cynthia, Barbara and Clark, 2000).

The study was aimed at investigating the role of the head teacher in curbing dropouts in public primary schools in Kikuyu division./The teachers play an important role in relation to pupils in their care who may be dealing with family situations which do not support educationally.. Kikuyu division is a division rich with resources and most parents are busy with businesses thus are not interested with education, jrhe pupils do not have role models and opt to join their parents. The capacity for such pupils to complete and achieve good academic outcomes and stay in school is strongly associated with the nature of the pupil-teacher relationship which exist. Which role can the head teacher play to ensure these children remain in school?

In the advent of free primary education in January 2003, there was a great influx of children into schools. This resulted in an expansion of coverage and access to education at all levels. Despite these impressive gains, a variety of problems -plague the Kenyan educational system which leads to pupils repeating classes or

dropping out of schools. Schools should ensure that pupils progress through education system smoothly and achieve higher levels of education. Dropping out of school represents a waste of human and financial resources.

1.2 Statement of problem

While implementation of free primary school is a major step in expanding access to majority of children, major concerns are increasingly being raised about completion of education at primary level. Kenyan long term objective to provide all children with basic quality education has achieved great success. But the phenomenon of pupils dropping out of school can still be seen. Dropping out of school is not a sudden act but a gradual pattern of absenteeism is a clear early sign. What supports can be provided within the academic environment to improve pupil's chance of staying in school? or what things can the school do to help the pupils complete school? There are many factors which influence dropout but the extent to which the head teacher influences pupils dropout is a very important aspect of study. This is because the head teacher spends most of the time with the pupils.

1.3 Purpose of the study

The purpose of the study was to investigate the role of the head teacher in curbing pupil's dropout in Kikuyu Division, Kikuyu District.

1.4 Objectives of the study

The objectives of the study were:

1. To determine the factors leading to pupil's dropout from school in Kikuyu division

2. To establish the influence of provision of teaching and learning resources in curbing dropout in schools in Kikuyu division
   i •

3. To assess the role of school discipline in preventing dropping out in public primary schools in Kikuyu division

4. To determine headteachers' -involvement of parents in curbing pupils dropout in Kikuyu division

5. To seek suggestions on how to curb dropout in public primary schools in Kikuyu division

1.5 Research questions

The study was guided by the following research questions:

1. What are the factors leading to pupil's dropout from school in Kikuyu division?

2. What is the influence of provision of teaching and learning resources in curbing dropout in schools in Kikuyu division?

3. What is role of school discipline in preventing dropping out in public primary schools in Kikuyu division?

4. How does headteachers' involvement of parents help in curbing pupils dropout in Kikuyu division?

5. What suggestions can be put in place curb dropout in public primary schools in Kikuyu division?

1.6 Significance of the study

The study constituted useful information that would help policy makers, teachers and parents know role of head teacher ir* curbing dropout. It advocated enhancing performance, achievements, access and retention of pupils in public primary school.

Educational wastage resulting from repetition and dropouts require policy attention. This is because while education opportunities have expanded in Kenya and many pupils enroll. Many pupils are unable to finish the primary Education. This is because many pupils enroll but lack quality education resulting from insufficient learning materials, teacher's characteristics and behaviours, repetition and teachers' shortage.

1.7 Assumption of the study

The study made the following assumptions.

1. Schools in Kikuyu division kept accurate and reliable records on enrolment, repeaters and School dropouts.

2. Respondents gave honest and accurate information.

1.8 Limitations of the study

The major limitations of the study were that it was impossible to control the

I •

attitudes of the respondents which might have affected the validity of the responses. This is because respondents might have given socially acceptable answers to please the researcher.

1.9 Delimitations of the study

The study only focused on the role of head teacher in curbing dropouts of pupils in public primary school leaving other factors that influenced dropout. Head teachers and teachers who were included in the sample were only those in session in the respective institutions by the time of study. Information on dropouts was based on opinions of teachers and head teachers.

1.10 Definition of significant terms

Absenteeism - refers to days spent out of school during a school term of years.

Drop out - refers to pupils who have withdrawn from school prematurely.

Retention - refers ability to retain pupils in school until completion of a cycle

School background-refers to factors within the school, such as disciples, head teachers leadership style and adequacy of teaching learning resources, which way influence pupils to drop out of school.

Wastage in education- refers to incidences of drop out and repetition.

1.11 Organization of the study

i .

The study was organized into five. Chapter one consisted of the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, assumption of the study, limitations and delimitations of the study, definition of significant terms and organization of the study. Chapter two constituted review of related literature under the following sub headings. Role of head teachers and teachers' shortage, learning and teaching resources influencing dropout in public primary school. Chapter three had the research methodology and it included the following. Introduction, research design, target population, the sample and sampling techniques, research instruments, instruments validity, instruments reliability, data collection procedures, data analysis techniques. Chapter four had data analysis interpretation .and discussion. Chapter five had summary of the study and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gave background upon which information was premised and insights into various issues of the role of head teacher in curbing dropouts in public primary school was examined with the aim of elucidating strength and weakness of past studies in the same area. The review took into consideration existing literature on school environment, learning resources and their influence on dropout, teacher shortage and drop out, influence of discipline on dropout, role of head teacher and drop out and parental involvement in education and drop out in public primary school in Kikuyu Division.

2.2 International call for education for all

The right to education has been recognized in numerous international agreements. These include the Universal Declaration of Human Rights, the Convention on the Elimination of all Forms of Discrimination against Women, the Convention on the Rights of the Child, the Beijing Platform for Action, the Education for All forums (in 1990 and 2000) and recently, the Millennium Summit in 2000. None however has succeeded in providing equal and widespread access to quality education. Despite the failure of these agreements, every decade or so, governments sign new Conventions capturing the same goal, pushing off the

target date (Education for All by 2000, then by 2005 and now by 2015) and claiming to 'renew commitment' to educating all children, especially pupils.

part 2 Section 6 of the children's Bill passed by the Kenyan parliament in 2001 states that: "every child shall be entitled to education, the provision of which shall be the responsibility of the Government and parents". The Children's Bill is a concrete manifestation of action to domesticate the 1989 UNCRC, and other international conventions, Treaties and Declarations which have implications for the protection, care and education of children (Republic of Kenya, 2001).

2.3 School environment   .

The school environment influences the pupil's ability to learn heavily and according to Wamahiu (1995) learning occurs when there is order, good facilities and availability of teachers. Odaga and Heneveld (1995) also observe that girl participation in education is influenced by availability of place, proximity of the school to home, appropriate physical facilities, for example toilets, the school climate and the presence of female teachers. The closer the school, the less fear parents have for their daughters' safety and reputations.

General school characteristics have been cited as being responsible for drop outs. These include curriculum, physical facilities and teacher resources, teacher-student relationships, discipline and school type. Fry, (2003) noted that the
. student's previous success in academics and commitment to school are

determinants of completion or dropout. According to Yes Pakistan Newspaper (2004), the main in-school factor contributing to dropping out is low learning achievement. Some children repeatedly fail and so stay in the same grade year after year. Such repetition reduces the benefits of schooling and the lengthening of the school years increases the costs of education. Corporal punishment is another much cited in-school reason for dropping out. In 1989, 52% of Pakistani teachers were found to use physical punishment with their pupils which resulted to dropping out of school (Yes Pakistan, Newspaper, 2004).

In many cases, the school environments are not conducive to learning especially

»   .

for pupils. There is evidence that a majority of pupils miss school during their menses because there are no separate toilet facilities to meet their needs. Some toilets have no doors and there is no running water. Millions of pupils who attend school today are the first in their families ever to do so. Success in getting pupils into school may be sustained if schools are made welcoming for them, with positive changes in approaches to learning and teaching and in the curriculum. Without this, although larger numbers of children will enter school, many of them will quickly drop out again, and of those who stay, only some will learn in ways that will help them to thrive.

Both teachers and pupils often have very set ideas about the ways in which pupils and boys should behave, and the organisation of the school day can reinforce these idea^ Chores such as fetching water, cleaning classrooms, and cooking for a

male head teacher are often assigned to pupils and female teachers. Some teachers have deep-seated beliefs that boys are naturally superior to pupils, that they perform better than pupils, and that a woman or girl should not challenge male authority. These beliefs can result in pupils not achieving to their best potential and can restrict their aspirations for further study. Harassment of pupils by male teachers is a major reason for pupils dropping out of school (Republic of Kenya/ FAWE, 2000).

Challenges relating to the relevance of education, are also concerned with producing an employable force. Most pupils believe that they will not get jobs after completion of their schools. Mathenge (2003) in her study of dropout in Machakos found out that 40% of parents expressed dissatisfaction with the government's inability to provide jobs for school leavers. Curriculum overload had also been cited to influence premature withdrawal of pupils from primary schools. Report from the taskforce on indiscipline in primary schools (2001) concluded that primary curriculum offered was still overloaded, despite the current reduction of the number of examinable subjects from ten to minimum of seven subjects. World Bank (2002) identified curriculum as one of the factors affecting pupils participation in school negatively.

Beside the curriculum, the ability of a student to perform also determines completion rates. Garrison (1975) observed that 40% of drop outs came from the lowest quarfrle of the IQ scores of the .students. Pupils in this lower quartile obtain

very low grades in school which makes them feel they are wasting time and ultimately drop out. Chomofsky (1971) noted that low academic achievers have negative self-concept that can make them leave school.

School situation may contribute to school drop out. For example a study by Human Rights Watch found out that in Tharaka, water was lacking in most of the schools. The pit latrines were almost full and in very poor condition, thus posing a danger to the pupils. In Kibera, some of the pupils' toilets had no doors. The facilities were dirty and faced the front of the school. Pupils felt embarrassed to use these toilets. The study found drug and alcohol abuse to be a major problem in urban areas such as Nairobi, hi Kibera both boys and pupils were said to be involved in drug and alcohol abuse, and some pupils reportedly assist their mothers in selling beer (Human Rights Watch, 2001, FAWE, 2000). In Tharaka, Kajiado and Nairobi Districts, pupils reported having insufficient learning materials. In Tharaka each textbook was shared between as many as five pupils. The situation was similar in Kajiado and Nairobi. In city council primary schools in Nairobi, pupils were required to buy a desk on admission and classes had up to 115 pupils (Human Rights Watch, 2001, FAWE 2000).

A study done by Kaufman (2002) revealed that pupils in Tharaka District expressed the need for female teachers who were scarce in their schools so that they could confide in them when they had problems. They revealed that they had not been gufcled by either parents or teachers to deal with changes in their bodies

and therefore became victims of early sex, pregnancy and eventual dropout before completion. They also revealed that male teachers and pupils harassed and sought sexual favors from them. The male teachers used them to run errands, fetch water and cook for them.

2.3.1 Learning resources and its influence on dropout

School based factors further reinforce gender differentiation and pupils' disadvantaged position. They include gender insensitive learning and teaching resources, inappropriate facilities, sexual harassment by peers and male teacher and the lack of female teachers to act as^role models. Odaga and Henereld (1995) also mentioned that pupils sit on bare earth floor and this is uncomfortable for pupils in a learning environment. This may discourage them and cause a drop out. The dropout rate is caused by teenage pregnancy, early marriages and low enrolment of pupils by parents who view their daughters as naturally destined for domestic chores (Action Aid International, 2004).

Substantial challenges to access remain, such as the availability of schools within safe walking distances and the quality of infrastructure, from toilets for pupils, to proper buildings within which to learn and adequate teaching and learning materials. Interactive, child- friendly strategies using gender sensitive techniques and teaching materials can provide people with the awareness and tools to fight discrimination and gender bias. The presence of female teachers has been a motivation to send pupils to school, not only because they provide positive role

models, but also for reasons of safety. However, whether male of female, teachers work under increasingly difficult conditions in the classroom. The high teacher/pupil ratio makes it difficult to teach all children and to use interactive, participatory techniques. In addition, low teacher salaries (many times below liveable wages) force many teachers out of the profession or to take up additional employment (Tomasevski, 2005).

Smock (1977) provide a useful theoretical framework for examining the social and historical practices and dynamics which operate within schools to produce particular forms of educational disadvantage. Monly (2003) reiterates that even

i .

where pupils achieve the same level as boys they are under represented in those non-traditional subjects such as physics. In Kenyan schools, pupils drop out earlier and obtain lower test scones Jhan boys due to gender inequality. They include teachers describe pupils as stupid and lazy, teachers ignore outright harassment upon girl, for example boys grabbing pupils' breasts, teachers assign menial chores to pupils while allowing boys to help with teaching tasks and male teachers sometimes have sexual relations with female pupils.

Lack of female teachers who are expected to be the role models and sensitive to pupils' unique problems has also affected girl participation in education. According to Hertz (1991) domination by male teachers may worry parents of possible pregnancies. FAWE (1997) observed that there are few female head -teachers in Kenya especially in remote areas. This would be one way of boosting

girl participation. Teacher attitude and views about girl participation also influence girl education. Some teachers for example may carry society's sexist attitude to school unawares and this affects pupil participation in learning (Wamahiu, 1995). Gender bias within the school occurs in the curriculum and more so in the hidden curriculum (outside formal programme).

A study in Nigeria revealed that pupils don't ask questions, are not asked questions by their teachers and generally sit in the back of the class away from boys (Lock head 1991). In Cote d'ivoire, pupils are less likely to participate in class activities or to ask questions if they don't understand a given topic (Klassen, 1999). The school climate, depicted by the relationship between pupils, peers, teachers and the school administration, may influence girl participation. Sexual harassment by male teachers and peers lower girl participation (Wamahiu, 1995).

Unicef (1995) reported that many pupils stay at home not because their parents are poor or culturally intransigent but because they feel the risks are too great. The risks are real. Pupils are sexually harassed, sometimes raped by fellow pupils, teachers or by strangers as they walk to and from school. In some cases they get pregnant. These sexual pressures and vulnerability lead to low enrolment and repetition rates for pupils in the classrooms. Wamahiu (1995) also notes that inappropriate school facilities such as poor sanitary facilities or lack of separated toilets may hinder pupils' school attendance.

Old fashioned teaching methodologies, inadequate teaching and learning materials, a lack of teacher support system and gender insensitive classroom dynamics work against girl education. In addition, stereotypes in the textbooks and other educational materials may discourage girl active participation. This is because images of females are fewer and unattractive than those of males in the textbooks (Murard 1998). According to Odaga and Heneveld (1995) textbooks portray women as passive and powerless thus reinforcing negative stereotypes. This becomes the schools promotion and reflection of women's low status.

Kasente (1996) also observes that gender bias messages are transmitted through gender based distribution of duties and in the administrative hierarchy dominating attitudes of boys towards pupils, much restrictions on pupils' potentials and both teachers and male pupils often use insulting language and act unfairly towards pupils. In summary, while pupils grow together with boys at home and in the community, they are forced to grow up differently and don't receive the same opportunities and facilities as boys (FAWE, 1996).

Formal education is viewed with suspicion as a threat to the pupils' morality. Thus parents fear to lose honour, prestige and bride price due to their pupils schooling. Teenage pregnancy also makes parents reluctant to support girl education. Wamahiu (1995) also notes that pupils' education is curtailed because early marriages are preferable for their advantages such as avoidance of pre-marital pregnancy, preservation of chastity and acquisition of bride wealth.

For most parents, girl education is a waste of resources due to the low status ascribed to women in the society. After marriage, she benefits her husband's family. Summers (1992) say that under investment in pupils education is a problem that results from a vicious circle caused by distorted incentives. The expectation that pupils will serve their husbands reduces parents' incentive to invest in their daughters' human capital.

Lack of linkage between formal education and cherished indigenous values and practices leads to resistance to formal education. According to Appleton (1995) low valuation of girl education was due to the belief that women are less capable

i •

and their place is in the kitchen where no formal education is required. In some cases pupils also leave school because they cannot cope with school work and domestic chores (Legesse, 1973). Therefore the pupils rather than the boys are overburdened with the household duties, such as fetching water and firewood, doing laundry and dishes, taking care of their siblings and other household related jobs. These activities rob pupils of adequate time to study and as a consequence, they under perform in academic work. Eventually some loose interest and quit school.

Findings from research show that violence in and around schools has been growing around the world. (Action Aid International, 2004). The high rate of prevalence is partly due to the denial that abuse and violence exists in wider society. Thfe threat of sexual violence significantly impedes pupils' access to

24

education, especially when the schools are far from home. Pupils are also faced with sexual harassment in the school environment by education staff, teachers and male students. This exacerbates vulnerability to HIV/AIDS, especially in a school environment, where the prevalence rate is very high and young pupils are the most vulnerable. This often leads to pupils' poor performance in school, which further invites corporal punishment and public shaming by school authorities and teachers, perpetuating the cycle of absenteeism, low self-esteem and violence at home and in schools.

Many strategies have been formulated, from working with the government to enacting law against violence, to training teachers and identifying those that commit the crimes, and working with communities to address the underlying gendered causes of violence (Action aid International, 2004). For many pupils throughout the world, there is still a shortage of schools within safe walking distances from their homes. Many schools continue to operate in disrepair, with crumbling toilets (if they exist for pupils) and overcrowded classrooms. There are inadequate number of teachers, desks, chairs, learning and teaching materials.

The head teacher should ensure that the school is provided with adequate teaching and learning facilities. Pupils' access to textbooks is an important factor in what and how much the pupils learn. In manly developing countries, the availability of textbooks and other reading materials is severely limited. The SACMEQ survey found that tfver half the grade 6 pupils in Kenya, Malawi, Mozambique, Uganda

and United Republic of Tanzania and Zambia reported learning in classrooms that did not have a single book UNESCO (2005). Few schools provided a bookshelf reading corner as part of an enabling literature environment. Retention and learning are hampered when pupils attend in dilapidated or overcrowded building in noisy or unsafe environments or especially in classrooms that are inadequately supplied or poorly lit and ventilated Watkins (2000) pupils and boys alike need clean access to clean water and latrines or other sanitary facilities at schools. Education materials have a major bearing, one of the most powerful and consistent determiners of learning achievements. These materials include furniture, library facilities and writing materials for pupils and text books.

Learning materials are the key ingredients for teaching. In many developing countries, primary pupils either lack books all together or are requested to share books with other pupils. School furniture in particular chairs, form an important part of learning environment. Pupils need that furniture to follow lessons comfortably and attentively and make notes and work on exercises and other written assignments. The conditions of the building are very important. Fordham (2002), notes that teachers in classrooms with lockable doors windows are able to leave teaching aids in the class as long as they want without fear of theft or damages. In most cases books, charts, maps and other teaching materials are not adequate. In some areas they are not available at all; the issue of adequacy of materials is a serious one especially in countries where allocation of financial resources for education is very low. Such a situation usually co-exists with other

related problems. Problems such as these affect to some extent the effectiveness of the teachers.

Grounds for school sports and games are facilities of attraction to children. Such facilities will increase their participation in school and therefore will perform better. An importance of school access and attendance is provision of suitable and adequate facilities and resources limitations such as lack of physical facilities have been cited as a determinant of school dropout. From studies carried out by the World Bank (1988) some schools were found to have dilapidated buildings, missing or broken desks and chairs, lacked good ventilation and sanitation » .

facilities which are essential for children's well being.

2.3.2 Teacher shortage and dropout

The quantity, quality and distribution of the teaching work force are critical factors for reaching the EFA goals, in particular as regards assuring access to and completion of primary education for all children. Quality of teachers is a contributing factor in influencing pupil's dropouts in the African region. Johnston (2006), noted that the head teacher in a school has the responsibility of managing all the staff, he / she should provide provision of professional advice and guidance to colleagues. He / she have a responsibility to promote continuing professional development of all staff and to ensure that all the staff has an annual review of their development need. The quality of education and learning achievement of pupils depend heavily on the competence, personality and dedication of the

27

teacher. It also depends on conditions on which the teacher and the pupils are working. As Coombs (1985), has commented teachers attitude towards their work and pupils, their classrooms management and their interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils. Teachers' credentials, educational attainment and knowledge tend to affect their effectiveness, low quality instructions and poor methods of teaching can result to frustration and boredom of the learner and eventual dropout from school

Adam, (1971) said that teachers have a big role to play in the teaching and learning process. They are the chief facilitators for learning to take place. Two
i .
main factors about teachers that seriously affect school performance are adequacy and quality. Inadequacy of teachers in school causes idleness, boredom in the learners and wastage of time. Overload of few teachers results into low delivery rate. In countries like Kenya and Tanzania, an uneven distribution of teachers is a factor which causes shortage, especially in rural areas. The shortage of teachers contributes to low performance and dropouts (Mbilingi, 2002).

2.3.3 Influence of discipline on dropout

The head teacher should be involved directly in establishing the rule of behaviour in the school. The soundness of discipline in any school depends largely on the school's policy. He should establish the penalties to be applied as well as the process to be used (Weldy, 1979).

Tattum (1989), notes that discipline is central to developing an environment which is conducive to serious learning. Absenteeism, fighting, rudeness to the teachers and general indiscipline disrupts teaching programmes. The head teacher should also ensure that all the pupils are registered and are taken care of during admission. The health of the learners should be prioritized by seeking immediate medical attention to learners in case the learner falls sick while in school. Learners needs will also be affected by inappropriate assessment of the curriculum. Assessment is through examination, which demands, memorization high cognitive skills, reasoning and problem solving Republic of Kenya (2002 2008) Development plan. It emphasis academic excellence ignoring other important domains of knowledge and other aspects of education. As a result the aims and objectives of education are watered down. Most of the academic underachievers who cannot cope with these demands opt to drop out to avoid more frustrations.

The head teacher should have strong interest in pupil's welfare; he or she should instill discipline in school, provide teaching and learning resources, and ensure evaluation of pupils is done on time. This will enhance good performance Okumbe (1998). Tanner as quoted in Kaminde (1998) noted that on overwhelming majority of dropouts has the intellectual capacity for graduation. However, lack of adequate counseling that leads to deviant behaviour occasioned by peer pressure is a factor that causes administrative problems in managing the

pupils. Deviant behaviour manifests itself in drug and substance abuse, irregular school attendance rudeness fighting, strike / riots and teenage pregnancies.

This antisocial behaviour will cause administrative problems to teachers Olembo (1998) advocates that the head teacher should occasionally supervise learners work by collecting their exercise books. This should be done wisely to avoid the subject's teacher's overdependence on head teacher's supervision of learners work.

2.4 Parental involvement in education and dropout

i •

Low income earning parents may default in fees payment, therefore their children end up being sent home and may not complete school. Primary education in Kenya is free today. We have seen, however, that the costs of education to parents include more than the basic fee payable and that as a result, many poor children either do not enter or drop out of school because of these extra costs (Ayot and Briggs, 1992). Ayot and Briggs continue by saying that below a certain level of family income, tuition fee in education may not offer sufficient inducement to these families to send their children to school.

Parents who cannot afford a meal at home find it difficult retaining their children in school since there are other hidden costs associated with going to school. Poverty of parents has been cited as a major cause of school drop out. Children -from lower«..income groups have to contribute to family income by working

(Kibogy, 2001). Research by Ado (2005) reports some of the causes among boys and ranked child labour as a leading factor. A study on school wastage in 24 schools in eleven countries in Brazil showed that the primary cause of school drop out is a need for the child to work in order to help support the family (UNESCO, 1998). Nderitu (1999), noted that children from well to do socio-economic background tend to do better. This is a result of high incomes of their parents which enable them to buy supplementary books and reside in urban areas where best school is found.

Parents' educational background determines the retention or drop out of children in primary schools. According to Muthama (2007), educated parents take full responsibility to maintain their children in school because they understand the importance of education. Where parents are well educated, they can teach and assist in homework using the school language. Muthama (2001) continues by saying that parents will also be in a position to motivate the student to work harder in the school and emphasize the importance of studying particular subjects offered in the school curriculum. Pupils from homes of educated parents rarely dropout of school (Redding, 2000).

Parental involvement is important in children's education and determines their completion rates. It includes parent's involvement with their own children, involvement with parents of other children and involvement with children's 'school (Reading, 2000). Included in the child rearing practices may be those

aspects of parenting that have particular application to the child's performance in school, for example, the curriculum of the home, as well as more general practices of feeding, nurturing and caring for children.

Children do their best in school where parents provide predictable boundaries for their lives, encourage productive use of time and provide learning experiences as a regular part of family life. How time is used is an important consideration in the homes of high achieving students. Adolescent children of uninvolved parents perform most poorly in almost all domains. They tend to lack self control, have low self esteem and are likely to be socially incompetent than their peers (Wangithi, 2010).

Foster (2002) notes that children benefit when their parent is attentive to their whereabouts, know their friends, monitor their televiewing and maintain contact with their teachers. Atieno (1998) established that family influence can have an important bearing on drug use. Parents who smoke clearly exert an influence on their children. This is due to the fact that children try to imitate their parents.

2.5 Role of head teachers and drop out

According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of very detail of the running of the schools, be it academic or administrative.

Ayot (2000), states that the organization and running of school can contribute to how children fail and dropout in schools. If a school is poorly managed the teachers, children and subordinate staff tend not to enjoy what they are doing, this can create laziness among teachers, children and subordinate staff. The material components of a school are the pupils, teachers' books, equipments and the buildings and these must harmonize. Eshiwani (1993), noted that the task of coordinating them is the responsibility of the head teacher and it requires much skill if he is to do the job well. When head teachers run their schools well they avoid unnecessary transfers of teachers due to personal interest, children perform well in examinations because they are motivated due to confidence they have in school and teachers. Teachers avoid absenteeism both in class and in school, teaching equipment are available, pupils obey teachers and subordinate staff and there is no misuse of public funds and school properties. This ensures that children are retained in school since they are motivated by their performance (Ayot, 2000).

Head teacher who is the supervisor in a school should have clear knowledge of the processes and methods of teaching and learning so that he can be of help to the teachers. Mullins (2002), observes that this practical and theoretical knowledge also with the varied experience will enable him to command respect and help the teachers. This will also help ensure that standards of working are maintained and people are working as per expected studies and educational goals are being achieved.

2.6 Summary of literature review

The researcher reviewed literature related to the role of head teacher in curbing dropout the researcher has discussed and analyzed issues concerning drop out phenomena of learners from public primary school. This is with a view of identifying the impact of school environment, and teaching learning resources, discipline, parental involvement in education and drop out and teachers shortage on drop out of the learner from school educational system

2.7 Theoretical framework

i .

This study was guided by Hertzberg's theory of motivation. The Hertzberg's theory of motivation perspective was a reaction to the assumption that motivating needs present in people could be affected by factors which if absent can cause dissatisfaction. The Hertzberg theory views people as not only motivated by environment but also dependent on it. People are influenced by the following hygiene factors that make them react in certain ways. Such elements include: organization policies and administration, supervision, interpersonal relations and security. These factors are concerned with the environment and are extrinsic.

The other set of factors are those which, if present serve to motivate the individual to superior effort and performance. They are motivators or growth factors, and include achievement, increased responsibility challenging work and recognition • for achievements. While in school, the pupils need to be motivated, the teaching

process takes place if there are interpersonal relations and the condition in the school environment is conducive, if the hygiene factors and growth factors are absent. The results would be pupils feeling dissatisfied and thus dropping out of school. This approach is relevant to the study in that pupils need hygiene and growth motivating factors. If these factors do not serve to motivate the individual to superior effort and performance the ultimate goal can not be realized. This implies there would be no desired end results.

2.8 Conceptual framework

In conceptual framework, it was concepiualized that dropping out is influenced by school environment. The focus was on the head teacher, who is the central independent variable. Discipline, adequate teaching resources, quality and quantity of teachers depended on the role of head teacher and eventually determined the end results.

It is the head teacher's responsibility to ensure that all material components of a school harmonize. These are the pupils, teachers, learning resources and equipment. The framework is useful in that; headship encompasses a Varity of tasks whose effective operation positively affects pupil's retention.

•MlVSftsu   *Y*

•« i

Figure 1: Head **teacher role, schools factors and pupils dropout.**
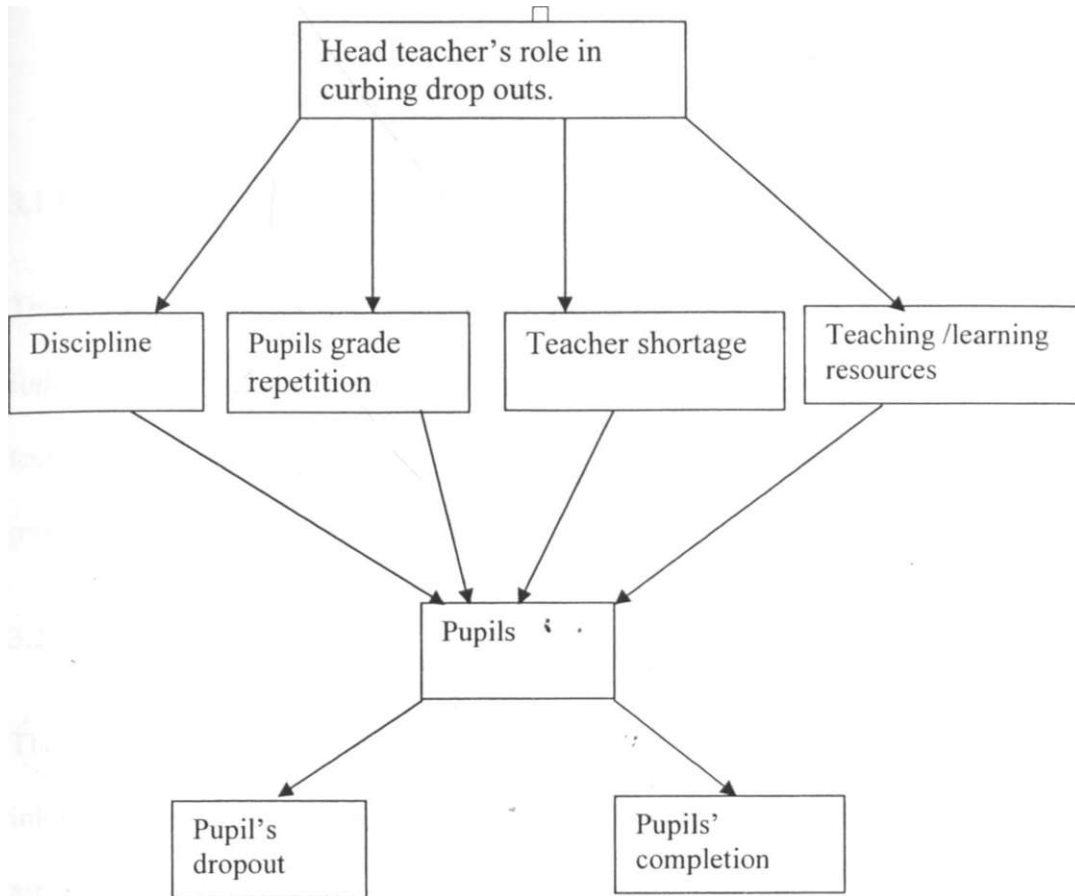
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology to be used in the study under the following sub-headings; the research design, target populations and sample techniques, research instruments, validity of instruments, data collection procedure and data analysis.

3.2 Research design

The study adopted descriptive survey method. A descriptive survey method is information concerning the current status of the phenomena. Kumar (2005) asserts that a descriptive survey method is important because it draws its general conclusions from the discovered facts. The study investigated current situation with regard to role of the head teacher in influencing pupil's dropout in public primary schools. A descriptive survey research provides information about population variables on challenges and problems faced. The method was preferred over other since the findings envisioned were both quantitative and qualitative in nature which in turn shed more light on the issues being investigated.

3.3 Target population

Target population is the total number of respondents in an. area that the research is interested in. According to DEO office Kikuyu division there are 57 public primary schools. Therefore, the target population consists of 57 public primary schools, 570 teachers and 57 head teachers in the district. The teachers and head teachers were 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 dropout were vital to the study (Mugenda, 2003).

3.4 Sample size and sampling techniques

A sample is a sub group in a population which can be used as a representative of population to desire inferences about the characteristics of that population. Simple random sampling was used. In this procedure each element in the population was given an equal and independent chance of section a simple random sample was selected by identifying the number of schools in the division, in determining the size of the sample for quantitative studies the researcher considered the number of variables and the research design used. According to gay (1976) and Hilton (1995), a sample of 10% of the population is considered minimum while 20% of the total population is required for a smaller population. Considering a total population the researcher work with 50% since 20% is small   to make the research viable. The sample comprised on 17 headteachers and 66 teachers. Simple random sampling was used to sample the schools where number of

schools were written on separate slips of paper and put into a box. The researcher were picked them out one by one without looking until the number of slips selected the 17 schools (Kumar 2005).

3.5 Research instruments

The main research instruments that were used in this study were questionnaire and observation check list. A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions interpret what is expected and then write down the answers. This questionnaire was designed to solid information that helped the researcher in answering research questions of the study. The questionnaire was administered to 17 head teachers and class teachers 6, 7 and 8 in the selected schools, the questionnaire will be divided into three sections A, B and C. The questionnaires consisted of structured and non structured items. Section A on teachers and head teachers Bio data. Section B sought school based factors influencing pupil's dropout in primary schools. Section C collected data on application of skills, the problem they face and the possible ways they can be used to over-come the cited problems. Observation check list was used to supplement information which was obtained through questionnaires, this included examining and recording the available teaching and learning resources and the physical facilities in the schools necessary for effective learning.

3.6 Instrument validity

Validity is the degree to which an instrument measures what it purports to measure. It is the accuracy, truthfulness and meaningfulness of inferences that are based on the data obtained from the use of tool or scale for each construct or

A

variable in the study. For validity the researcher used content validity which is the degree to which the scores yielded by a test adequately represents the context, or conceptual domain that these scores purport to measure. In identifying the role of the head teacher in influencing dropout in public primary school. It was possible to construct an instrument that included all possible items that were measured a given concept^ For validity the researcher ensured all items in the instruments were 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 found easy to respond. (Mugenda, 2003).

3.7 **Instrument reliability**

Reliability is the proportion of variance attributable to be the true measurement 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. Test -retest method was used to determine the reliability of the instrument. This involved administering the same instrument twice to the same group of subjects. There was usually a time lapse between the first period and the second testing period. The researcher administered

questionnaire after two weeks. The computation of person correlation co-efficient

(r) between scores from both testing period was employed as shown by the

formulae below; (Kumar, 2005).

$$r = \qquad \qquad \underline{NTxy\text{-}\{Lx\backslash Ty)}$$

X = odd scores

Y = Even scores

ZX = sum of X scores

3.8 Data collection procedures

The researcher obtained permit from the National Council of Science and

Technology and its copies were dispatched to the District Education officer. The

researcher administered the instruments personally. Best and Khan (1987) noted

that the person administering the instrument has an opportunity to establish

rapport. The researcher visited to the head teacher of the selected schools to

discuss and make arrangement 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 qualitatively and quantitatively. Data from

open ended questions in the questionnaires and observation data was analyzed and

reported   qualitatively.   Qualitative   data   was   analyzed   through   organizing

responses in the themes as per the objectives of the study. The data were analyzed according to major themes related to head teacher role ion curbing dropouts. Responses were organized in various pertinent aspects of the study which were teaching / learning resources teacher shortage, repetition and discipline. Quantitative data were analyzed through descriptive statistics. Responses from the questionnaires were analyzed and reported using simple statistics such as frequencies and percentage. Statistical package for social sciences SPSS was utilized to provide descriptive statistics.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1   Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. The presentations were done based on the research objectives. The main aim of this chapter is to present the results of the analyzed data together with the appropriate interpretations to enable the researcher make informed judgment on the problem under investigation.

4.2   Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, Out of 17 questionnaires administered to the headteachers, 16 (94.1%) were filled and returned. Out of 66 questionnaires administered to the teachers, 59 or an equivalent of 89.3% were returned and were usable for data analysis. Saunders, Lewis and Thomhill (2007) point out that a response rate of 60% and above can be considered sufficient in answering research questions.

4.3 Demographic information of the respondents

This section of the chapter discusses the demographic data of the respondents namely the headteachers and the teachers. The section presents that of the headteachers and consequently that of the teachers.

4.3.1 Demographic information of the headteachers

To establish the gender of the headteachers, they were asked to indicate the same. The data is presented in table 4.1.

Table 4.1

Distribution of headteacher by gender

Gender	F	%
Male	"9	56.3
Female	7	43.8
Total	**17**	**100.0**

The findings revealed that there were 9(56.3%) male head teachers while 7(43.8%) were female. The findings revealed that both gender were well represented in this study. However there were more male teachers than female teachers.

The headteachers were further asked to indicate their level of education. Their responses are presented in table 4.2.

Table 4.11

Distribution of teachers by level of education

Education	F	%
BED	6	37.5
Diploma	1	6.3
SI	4	25.0
PI	5	31.3
Total	**16**	**100.0**

Data revealed that most 6 (37.5%) of the headteachers were holders of B.Ed degree, SI were represented by 4 (25.0%) while 5 (31.3%) were PI. The data shows that majority of the headteachers had received the minimum qualification for one to teach and even be a headteacher of primary school. The data further indicates that the teacher may have had training in management and hence able to apply different methods of addressing drop out issues among pupils. The headteachers were further asked to indicate how long they had been in the current school. Their responses are presented in table 4.3

Table 4.11

Duration of time in the current school

Duration	F	%
Less than 5 years	1	6.3
5-10 years	7	43.8
11-15 years	6	37.5
Over 15 years	2	12.5
Total	**16**	**100.0**

Data revealed that 7 (43.8%) had been in the current school for between 5 to 1Oyear, 6 (37.5%) had been in the current school for between 11 and 15 years while 2 (12.5%) had been in the school for over 15years . The data shows that headteachers had a considerable long time adequate for them to have indentified drop out and that applied some strategies in a bid to control it.

Asked whether there were cases of drop outs in the schools, all the headteachers agreed there were. Asked to explain the extent, they responded as indicated in table 4.4.

Table 4.11

Extent of cases of drop out

Extent of drop out	F	%
Very High	3	18.8
High	6	37.5
Low	7	43.8
Total	**16**	**100.0**

Data showed that 3 (18.8%) were of the opinion that the cases were very high, 6

(37.7%) indicated it was high while 7 (43.8%) indicated it was low. The data

shows that respondents were of the opinion that the drop out were high.

4.3.2 Demographic data of the teachers

The demographic data of the teachers were based on their gender, academic

qualifications and teaching experience. To establish the gender of the teachers,

they were asked to indicate the same. Their responses are presented in table 4.5.

Table 4.11

Distribution of teachers by gender

Gender	F	%
Male	35	59.3
Female	24	40.7
Total	**59**	**100.0**

Data on the gender of the headteachers indicated that majority 35 (59.3%) were males while 24 (40.7%) were females. The data shows that there were more male than female headteachers in the district hence gender biasness. Further asked to indicated their academic qualifications, they responded as indicated in table 4.6.

Table 4.6

Distribution of teachers by academic qualifications.

Academic qualifications	F	%
MED	2	3.4
Degree	18	30.5
Diploma	11	18.6
ATS	8	13.6
PI	20	33.9
Total	59	**100.0**

Data showed that 20 (33.9%) were holders of a PI certificate, 18 (30.5%) had attained a degree while 11 (18.6%) had attained a diploma. The data indicates that teachers had acquired higher qualifications other than the minimum PI certificate and hence were able to understand and explain the role of the headteacher in curbing drop out in the schools. The researcher further sought to establish the experience of teachers in the teaching. Their responses are tabulated in table 4.7.

Table 4.7

Distribution of teachers by teaching experience

Experience	F	%
Less one year	72	20.3
2-3 years	20	33.9
4-6 years	17	28.8
Above 7 years	10	16.9
Total	**59**	**100.0**

Data indicated that 20 (33.9%) had taught for a duration of between 2 and 3 years, 17 (28.8%) had taught for a duration of between 4 and 6 years with 10 (16.9%) having taught for over 7 years. The data shows that teachers had a considerable experience in teaching which ought to have exposed them to cases of drop out and what role the headteachers played in curbing the same.

49

4.4 Role of headteachers in curbing drop out among pupils

4.4.1 Factors leading to pupil's dropout from school

To answer this research question which sought to find out the factors contributing to primary school dropout, the researcher sought to find out from the respondents factors that contributed to primary school dropout in Kikuyu Division. Different items were formulated to solicit responses on factors that caused pupils to drop out from school. These factors took a wide view in areas of economic factors which included inability to pay fees, poverty, school based factors which included cost of school based instruction, school quality, indiscipline, household and community based factors such as high opportunity cost of going to school, gender discrimination, pregnancy among girls, home condition, community influence, parental factor and HIV/AIDs pandemic. Wamahiu (1995) notes that inappropriate school facilities such as poor sanitary facilities or lack of separated toilets may hinder pupils' school attendance. The finding on school based factor causing drop out are in line with Odaga and Henereld (1995) who noted that pupils sit on bare earth floor and this is uncomfortable for pupils in a learning environment. This may discourage them and cause a drop out.

To determine the factors that caused primary school pupils to drop out, the head teachers were asked to indicate, whether they had cases of absenteeism. In this item, 11(68.8%) agreed. From these responses, it is evident that there are actually

50

cases of inconsistent attendance which would possibly be a contributing factor to school dropout.

Findings show that there were factors that contributed to pupils drop out of school. Of all the factors listed such, lack of school fees was rated highly as a major factor contributing to drop out. Other factors that were listed as contributing to school dropout though to a less extent were such as helping in the house where 1 (20%) rated it as contributing to a great extent, helping in the farm, helping on the farm, picking tea, caring for the younger children, caring for the sick, pupils just wanting to stay away from school. Majority of the head teachers however said that these factors did not contribute to school dropout. From the findings it is evident that domestic factors such as those listed above were some of the factors that contributed to school dropout. In an attempt to answer the same research question, teachers respondents were asked to indicate the extent to which lack of school fees, seeking employment, discipline problems, low scholastic achievement, early marriages, orphanage, negative peer influence, drugs, poverty, pregnancy, sickness, lack of interest in studies and school facilities such as buildings, facilities, teaching materials and teacher professional contributed to school dropout. Table 4.8 presents the data elicited from the class teachers.

Table 4.11

Teachers' responses to factors that contribute to pupils drop out

Factors contributing to school drop out	Great extent		Less extent		No Extent	
	f	%	f	%	f	%
Lack of school fees	7	43.7	3	18.7	6	37.5
To seek employment	8	50.0	2	33.3	6	37.5
Discipline problems	10	62.5	4	25.0	2	33.3
Low scholastic achievement	8	50.0	8	50.0	0	0.00
Early marriages	2	33.3	2	33.3	14	87.5
Orphanage	6	37;5	6	37.5	4	25.0
Negative peer influence	9	56.2	5	31.5	2	33.3
Drugs	5	31.5	5	31.5	6	36.5
Poverty	10	62.5	4	25.0	2	33.3
Pregnancy	2	33.3	2	33.3	14	87.5
Sickness	4	25.0	6	37.5	10	62.5
Lack of interest in studies	9	56.2	5	31.5	2	33.3
School facilities and equipment	8	50.0	7	43.7	1	6.25
TOTAL	**88**	**596.2**	**59**	**431.8**	**69**	**513.45**

Findings from Table 4.8 indicate that there were factors which actually
' contributed^ a great extent to school dropout. Such factors include lack of school

fees. In this item, 7 (43.7%) said it contributed to a great extent while 3 (18.7%) said it contributed but to a less extent. The factor that pupils dropped out to seek employment was rated by 8 (50.0%) as contributing to a great extent with another 2 (33.3%) saying it did not contribute to a less extent. Ten (62.5%) teachers said that discipline problems contributed to drop out from school to a great extent while 4 (25%) said it contributed to a less extent. While 8 (50%) indicated that pupils dropped out of school due to low academic achievement, 9(56.2%) indicated that pupils dropped out doe to peer pressure. Majority 10 (62.5%) indicated that pupils dropped out of school due to poverty at home while 9 (56.2%) indicated that pupils dropped iout of school due to lack of interest in studies. The findings are in line with Nderitu (1999) who noted that children from well to do socio-economic background tend to remain in schools while those of poor economic background are likely to drop out of school. . This is a result of high incomes of their parents which enable them to buy supplementary books and reside in urban areas where best school is found A further 8 (50%) reported that pupils dropped out of school due to lack of facilities. In all other items, class teachers reported that they contributed either to a great extent or to a low extent. Such factors were low scholastic achievement and early marriages. This in line with Wamahiu (1995) who notes that pupils' education is curtailed because early marriages are preferable for their advantages such as avoidance of pre-marital pregnancy, preservation of chastity and acquisition of bride wealth. The findings " are also in tine with Action Aid International (2004).The dropout rate is caused by

53

teenage pregnancy, early marriages and low enrolment of pupils by parents who view their daughters as naturally destined for domestic chores Findings from the above responses also rate lack of school fees as major factor leading to school dropout. This is in line with Muthama (2001) who notes that parents are in a position to motivate the student to work harder in the school and emphasize the importance of studying particular subjects offered in the school curriculum.

Poverty was also rated as a major contributor to drop out among pupils where (62.5%) said it did contribute to a great extent. This is in line with Ayot and Briggs (1992) who state that below a certain level of family income, parents are

i .

not able to contribute to pupils eduation and hence they end up dropping out of school.

A further inspection of the findings as presented in the table reveal that school facilities factor was rated the highest contributor to school drop out where 8 (50%) said it contributed to a great extent and 2 denying it as a factor responsible for pupils drop out. From the findings, school facilities that which in this case implies buildings, facilities, teaching materials and the profession of the teachers were rated as the major factors that contribute to school drop out among primary schools pupils in Kikuyu Division. The findings concurs with Rono (1990) who found out that since public schools have been started without prior planning, they lack such facilities such as laboratories, libraries and classrooms. This was seen as 'a contributing to wastage. In order to have a smooth learning atmosphere the

school plant plays a major role in teaching and learning, availability of facilities is therefore crucial in contributing to pupils learning. Lack of such facilities will lead to disinterest in learning which may make pupils to drop out of schools.

4.4.2 Influence of provision of teaching and learning resources in curbing dropout in schools

To determine the extent to which facilities contributed to schools drop out, head teachers were asked to indicate the level of availability of facilities. Table 4.9 presents that data.

Table 4.9

Head teachers' responses on the level of availability of facilities in schools

Availability of facilities	Enough		Not Enough	
	f	%	f	%
Classrooms	8	50	8	50
Text books	9	56.2	7	44.7
Playground	3	18.7	13	81.2
Teachers	5	31.2	11	68.7
Desks	6	68.7	10	62.5
Stationery	8	50	8	50
Library	3	18.7	13	81.3
Electricity	1	16.6	15	93.7
Computers	2	12.5	14	87.5
TOTAL	**45**	**328**	**99**	**619.6**

Data presented in Table 4.15 shows that some schools did not have the required facilities for a smooth running of the school. For example, 8 (50%) reported that there were not enough laboratories in their schools. 13 (81.2%) of the head teachers reported that they did not have enough textbooks in their schools, 13 (68.7%) said that they did not have enough playgrounds in their schools, 11 (68.7%) said they did not have enough teachers and another four said that they did not have enough library equipment such as books. Availability of facilities could be a factor which may contribute to school drop out where pupils. This could be because of their contribution of poor performance which could lead to school dropout. The findings of the head teacheVs'concur with the findings presented by the pupils who said that lack of facilities was a great contributing factor to school dropout. Lack of facilities or where facilities were not enough was a factor which contributed to school dropout. Again the findings are in line with findings by Rono (1990) who found out lack of facilities as a major factor leading to school dropout.

4.4.3 Role of school discipline in preventing dropping out in public primary schools

The respondents were required to indicate how often they experienced cases of indiscipline from pupils. The highest score on the rank used was 1 which indicated that the respondents experienced the problem very often, while a score ' of 4 indicated that the problem of indiscipline was not experienced at all. This

was necessary because according the literature review, pupils with indiscipline issues are more prone to drop out of school. The headteacher were also asked to indicate whether they had discipline cases in the school which resulted in pupils drop out. Data indicated that 14 (87.5%) had against 2 (12.5%) who did not have. They were also asked to indicate how often they experienced several discipline problems. The headteachers were also asked to indicate how often they experience discipline problems. The data is presented in table 4.10.

Table 4.10

The data is presented in table

Discipline problem	Very often		«Often		Rarely		Never	
Absenteeism	5	31.3	8	50.0	3	18.8	0	00
Drug taking	1	6.3	10	62.5	5	31.3		
Fighting	2	12.5	8	50.0	6	37.5		
Rudeness	0	00	10	62.5	6	37.5		
TOTAL	**8**	**50.1**	**36**	**225**	**20**	**125.1**		

Data indicated that 5 (31.3%) said they experienced absenteeism very often, while 8 (50%) experienced it often. Ten (62.5%) headteachers indicated that the often experienced drug taking from pupils while half 8 (50%) indicated that they experienced fighting often. Rudeness was also a factor indicated by 10 (62.5%) who said it was an often occurrence.

57

They were further asked what measures they took to ensure that the discipline problems did not lead to dropping of pupils. The data indicated that 14 (87.7%) invited parents to school to explain the cause of absenteeism, all the headteachers indicated that they refereed the pupils to guidance and counseling to address the issue of drugs while pupils who were caught fighting were refereed to the class teacher or to he deputy headteacher. The headteachers refered pupils who were rude to the guidance and counselling.

This implied that drop out were caused by discipline problems. The headteachers were further asked what they had measures in place to control discipline. Data showed that they all had measures that assisted in maintaining discipline in a bid to control drop out. The measures that headteachers had are presented in table 4.11.

Table 4.11

Measures put in place to control discipline

Discipline measure	F	%
Put up a discipline team	14	87.5
Guidance and counselling	11	68.8
Calling parents to discuss discipline issues in schools	14	87.5
Making school rules and regulations known to pupils	6	37.5
Reminding them of the school rules [5] •	15	93.7
Having school rules written where all can read	13	81.5
Enhancing teachers supervision of pupils	14	87.7
Making sure that pupils are attended to	13	81.5
Punishing those who broke school rules	10	16.5
Suspension of pupils	9	56.2
TOTAL	**119**	**698.4**

Data showed that headteacher had put in place measures that were aimed at controlling discipline. These involved Put up a discipline team as indicated by 14 (87.5%), Guidance and counselling as indicated by 11 (68.8%), Majority 14 (87.5%) of the headteachers called parents to discuss discipline issues in schools, 15 (73.7%) indicated that they reminded pupils of the school rules, had rules

written where all could see as indicated by 13 (81.5%0 and also enhanced

teachers supervision of pupils as indicated by 14 (87.7%). The headteachers also

indicated that they made sure that the pupils were attended as indicated by 13

(81.5%). The findings agree with Ayot and Briggs (1992) who noted that that

below a certain level of family income, tuition fee in education may not offer

sufficient inducement to these families to send their children to school. Asked

whether the measures were effective in controlling drop out, they responded as

indicate in table 4.12.

Table 4.11

Discipline measures

Discipline measure	Effective	
	F	**%**
Put up a discipline team	10	62.5
Guidance and counselling	12	75.0
Calling parents to discuss discipline issues in schools	6	37.5
Making school rules and regulations known to pupils	5	31.3
Reminding them of the school rules	7	43.8
Having school rules written where all can read	5	31.3
Enhancing teachers supervision of pupils	14	87.5
Making sure that pupils are attended to	6	37.5
Punishing those who broke school rules	13	81.5
Suspension of pupils	15	93.7
TOTAL	**98**	**581.6**

Data on whether the measures taken were effective in controlling discipline and hence reduced drop outs, 10 (62.5%) said putting up a discipline team was effective, 12 (75%) reported that guidance and counseling was effective, 14

61

(87.5%) indicated that having schools rules written where all could read was effective while 13 (81.5%) indicated that punishing those who broke school rules was effective. Suspension was rated by 15 (93.7%) as very effective. The headteachers were also asked to indicate whether the school had a set of agreed behavior expectations for pupils in this item, 10 (62.5%) indicated that the school had while 6 (37.5%) indicated that it did not have. Asked whether there were strategies for keeping pupils involved and connected to the school, 12 (75%) said they had while 4 (25%) said they did not have. The headteacher were also asked whether their staff had high expectations for pupils' academic achievements. Data indicated that 10 (62.5%) had while 6 (37.6%) indicated that they had not.

Discipline is a foundation of good performance and responsible behavior. When a student is undisciplined he or she may exhibit an unacceptable behavior and may do activities against the school rules, thus be suspended from school or expelled. Some primary schools in Kikuyu division experience school drop out of pupils due to indiscipline, pupils going against the school rules, drug taking, lack of respect to the teachers and other pupils and anti social behavior can lead to some pupils dropping out of school in the division. Kibbogy (2001) in her study of causes of dropout among girls in primary schools established that 72 percent of dropout cases was due to indiscipline in Keiyo District. Although causes of indiscipline may be because of factors outside school, their manifestations are always within the school environment.

4.4.4 To determine headteachers' involvement of parents in curbing pupils dropout

The teachers were also asked to comment on the involvement of parents and guardians in the drop out their children out of school. Their responses indicated that parents contributed to their children's drop out by not paying their fees, and not supporting teachers in discipline matters. They also indicated that parents did not seem interested in their children's education, at times supported their children even when they were on the wrong and that there were parents who were not so much interested in their children's education which was rated as a contributing factor to school dropout. The findings agree with the report on findings by MOEST (2003) that parental factors contributed to pupils drop out.

Parents play a great role in the education of their children, they themselves should be in the front line in encouraging their children to work hard, and their role is not just that of paying the fees but also participating in the general well being of the children while at school. If they don't support their children, then there are high chances that these children will indulge in indiscipline matters which may lead to dropping out of schools. If parents are not interested in their children's education this may give them a ways of playing truant or abscond school due to bad behavior and bad company. This may ultimately lead to dropping out. The role of the headteachers therefore becomes very important in curbing drop by addressing ' parental issfres that lead to pupils drop out.

The researcher wanted to establish how headteachers involvement of parents enhanced curbing pupils dropout. To identify the role of the parents, the head teachers were asked to indicate whether they invited parents to discuss school matters of their children. In this item, 14 (87.7%) indicated that they did. Asked whether the parents generally supporting their children's' education, 8 (50%) said they were against half who indicated that they were not. The headteachers were also asked whether involving parent in children education enhanced children retention in school, the answered to the affirmative.

The headteachers were further asked to indicate how they enhanced the role of parents in support of their education. The headteachers indicated that they reminded parents to pay levies, they urged parents to encourage their children to study, help them to do homework, express concern when they got poor marks and coming to school to discuss academic matters. The headteachers indicated that parents were actually involved in the education of their children. For example majority 14 (87.5%) said that parents promptly paid fees and other levies. They also said that their parents supported them in encouraging them to work hard. They also encouraged them very often. The headteachers also indicated that parents expressed concern when they got poor marks. The findings reveal that most parents through the headteachers were involved in the education of their children and hence reduced drop out.

4.5 Suggestions on how to curb dropout in public primary schools

The researcher also sought to seek suggestions from headteachers and teachers on how to curb school drop out among pupils. The headteachers were therefore asked to indicate their suggestions. Their responses indicated that schools should introduce guidance and counseling, to alleviate the problem of discipline. It was noted that the guidance and couselling services were not strong and hence were not very effective. To alleviate the cause of drop out as a result of parental negligence, the headteachers suggested that parents should be empowered to supper their children education. The teachers suggested that there should be strategies that those unable to pay fees can be allowed to pay after they can complete their education, that there should be a good school atmosphere to help pupils learn and schools should introduce guidance and counseling. There was a suggestion that those who dropout should be assisted to polytechnics so that they are not wasted. The teachers also suggested that the school administration should create a good relationship between teachers, pupils and the school administration so that, pupils may feel part of the school and hence minimizing drop out. Further pupils felt that pupils should be helped to understand the importance of education and poor pupils should be helped with school fees which has been seen as a major cause of school drop out in Kikuyu division.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2   Summary of the study

The purpose of the study was to investigate the role of the head teacher in curbing pupil's dropout in Kikuyu division, Kiktiyu district. Five research objectives were formulated to guide the study. Research objective one sought to determine the factors leading to pupil's dropout from school in Kikuyu division; research objective two aimed at establishing the influence of provision of teaching and learning resources in curbing dropout in schools; research objective three sought to assess the role of school discipline in preventing dropping out in public primary schools in Kikuyu division; research objective four aimed at determining the headteachers' involvement of parents in curbing pupils dropout in Kikuyu division while research objective five sought suggestions on how to curb dropout in public primary schools in Kikuyu division. The study adopted descriptive survey method. The sample comprised of 17 teachers and 66 teachers. Data was gathered by use of questionnaires for the teachers and the headteachers while data were analysed qualitatively and quantitatively.

5.3 Summary of findings

The study revealed that there were cases of drop out among pupils in Kikuyu division. The drop out were as a result of various factors which took a wide view in areas of economic factors which included inability to pay fees, poverty, school based factors which included cost of school based instruction, the curriculum, school quality, teachers attitude, indiscipline, ranking of schools in national examination, household and community based factors such as high opportunity cost of going to school, gender discrimination, pregnancy among girls, home condition, community influence, parental factor and HIV/AIDs pandemic. These findings were revealed by 14 (87.7%) of the headteachers. Other factors that led to dropout included seeking employment as rated by 8 (50.0%), discipline problems as shown by (62.5%).. Majority 10 (62.5%) indicated that pupils dropped out of school due to poverty at home while 9 (56.2%) indicated that pupils dropped out of school due to lack of interest in studies.

Findings also indicated that provision of teaching and learning resources influenced curbing dropout in schools. For example some schools did not have the required facilities for a smooth running of the school. For example, 8 (50%) reported that there were not enough laboratories in their schools. 13 (81.2%) of the head teachers reported that they did not have enough textbooks in their schools, 13 (68.7%) said that they did not have enough playgrounds in their

67

schools, 11 (68.7%) said they did not have enough teachers and another four said that they did not have enough library equipment such as books.

Findings further indicated that discipline was a factor in dropping out in public primary schools. For example, majority of the headteachers 14 (87.5%) indicated that discipline was a factor leading to indiscipline. Some of discipline problems included absenteeism as rated by Five 13 (81.3%), drugs as rated by (62.5%), fighting and rudeness was also a factor indicated by 10 (62.5%) who said it was an often occurrence. To establish the measures that the headteachers took to curb the indiscipline inorder to prevent drop out, 14 (87.7%) headteachers reported that they invited parents to school to explain the cause of absenteeism, all the headteachers indicated that they refereed the pupils to guidance and counseling to address the issue of drugs while pupils who were caught fighting were refereed to the class teacher or to he deputy headteacher. They also put up guidance and couselling team in school, as indicated by 14 (87.5%), majority 14 (87.5%) of the headteachers called parents to discuss discipline issues in schools while 15 (73.7%) indicated that they reminded pupils of the school rules. A further 13 (81.5%) enhanced teachers supervision of pupils as indicated by 14 (87.7%).

Findings also revealed that parental involvement by headteachers in the school curbed discipline. For example The headteachers invited parents to discuss school matters of their children as reported by 14 (87.7%). The headteachers indicated 'that they reminded parents to pay levies, they urged parents to encourage their

68

children to study, help them to do homework, express concern when they got poor marks and coming to school to discuss academic matters. The headteachers indicated that parents were actually involved in the education of their children. For example majority 14 (87.5%) said that parents promptly paid fees and other levies. They also said that their parents supported them in encouraging them to work hard. They also encouraged them very often. The headteachers also indicated that parents expressed concern when they got poor marks. The findings reveal that most parents through the headteachers were involved in the education of their children and hence reduced drop out.

i .

5.4 Conclusions

Based on the findings, the study concluded that there were cases of drop out among pupils in Kikuyu division. The study also concluded that provision of teaching and learning resources influenced curbing dropout in schools. For example some schools did not have the required facilities for a smooth running of the school such as textbooks, playgrounds in their schools, enough teachers and another four said that they did not have enough library equipment such as books. It was also concluded that discipline was a factor in dropping out in public primary schools. For example, headteachers indicated that discipline was a factor leading to indiscipline. Some of discipline problems included absenteeism, drugs, fighting and rudeness The study also concluded that there were measures that the •headteachers- took to curb the indiscipline in order to prevent drop out. These

included inviting parents to school to explain the cause of absenteeism, referring pupils to guidance and counseling to address the issue of drugs. The study further concluded that that parental involvement by headteachers in the school curbed discipline. For example headteachers invited parents to discuss school matters of their children, they reminded parents to pay levies, they urged parents to encourage their children to study, help them to do homework, express concern when they got poor marks and coming to school to discuss academic matters.

5.5 Recommendations

Based on the findings the following wei-e the recommendations:

1. The researcher recommended that schools should introduce guidance and counseling, to alleviate the problem of discipline. It was noted that the guidance and couselling services were not strong and hence were not very effective.

2. To alleviate the cause of drop out as a result of parental negligence, the headteachers suggested that parents should be empowered to supper their children education. The teachers suggested that there should be strategies that those unable to pay fees can be allowed to pay after they can complete their education, that there should be a good school atmosphere to help pupils learn and schools should introduce guidance and counseling.

3. It was also recommended that those who dropout should be assisted to polytechnics so that they are not wasted. The teachers also suggested that the school administration should create a good relationship between teachers, pupils and the school administration so that, pupils may feel part of the school and hence minimizing drop out.

4. That pupils should be helped to understand the importance of education and poor pupils should be helped with school fees which has been seen as a major cause of school dropout in Kikuyu division.

5.6 Suggestions for further research

Taking the limitations and delimitations of the study, the following areas were suggested for further study

i. Assessment of the implications of current policies on drop out in primary schools.

ii. Contribution of other stakeholders such as school committee in curbing drop out in schools.

iii. Effect of teacher demographics on drop out in primary schools.

REFERENCES

Action Aid International, (2004). *Stop Violence Against Girls in School.* Nairobi: Action AID

Appletion, R.T. (1995); *Progress, Justice and Gender Equity.* World Models and Cross National Trends', Berkeley (United States), Stanford University Press, 1997.

Atieno, A. (1998). *Drug Abuse Among Secondary Youth. A Case Study of Samata Division.* Unpublished M.Ed Research Project, University of Nairobi.

Ayot, R.M. (2000). *How Children Fail in School:* Educational Research and Publications (ERAP) Nairobi, Kenya.

Best,J.w &. Khan, J.R. (2004). *Research in Education*: (7th ed.). New Delhi India.

Borich, G. (2000). *Effective Teaching Methods,* (4th ed.). upper saddle river, nj, prentice - Hall, inc.

Bogonko, S.N. (1992); *Reflections on Education in East Africa.* Nairobi: Oxford University Press.

Bridgeland, J. & di lulio., J. (2006). *The Silent Epidemic Perspective of Primary schoolDropouts,* Washington DC: civil enterprises.

Briggs, H. (1992). *Economics of Education Nairobi*: Educational Research and publications.

Chornosky, R.J. (1971). *Educating the Powerless.* Belmont California: Wardworth Publishing Company.

72

Coombs, P. (1985). *The World Crisis in Education.* The view from Eighties. Oxford University press. New York.

Cruickshank, D.R., Jenkins, D.B., and Metcalf, K.K. (2003). *The Act Teaching. New York*, Ny:McGraw - Hill

Cynthia.B, Barbara.S, & Clark, W. (2000). *The Effects of Primary School Quality on School Dropout Among Kenyan Girls and Boys.* The University of Chicago press.

Eshiwani, G.S. (1993) *Education in Kenya Since Independence.* Nairobi Government printer.

FAWE (1999) *School Dropout and Adolescent Pregnancy.* African Edition Ministers count the Cost, Nairobi: FAWE.

FAWE, (2002). *The ABC of Gender Responsive Education Policies Guidelines for Analysis and Planning Forum for African;* Women Educationist; FAWE Newsletter, Nairobi. Hall.

Filmer, 2005). K., L. (2005). *The use of Socioeconomic Gradient Lines to Judge the Performance of School Systems.* Paper presented at SACMEQ Research Conference, Paris, Sept 28-Oct 2.

Fry, R.. (2003). "Hispanic Youth Dropping Out of U.S. Schools: *Measuring the Challenge*." Pew Hispanic Center. Online: http://pewhispanic.ors/reports/report.php

Gill, S., & Reynolds A. (1999). *Educational Expectations and School Achievements of Urban Africa American Children. Journal of School Psychology,* 37, 403 - 424.

Henereld G. (2006). *Characteristics of Children Who Drop Out of School and Comments on the Drop-out Population Compared to The population of Out-of-School Population.* Background paper for EFA Global Monitoring Report 2007.

Hertz. B.T. (1991). *Letting Girls Learn: Primary Approaches in Primary & Secondary* (6th edition) Washington D.C. World Bank. Available http:/www,maasai education* org/ rescue.cfm.

Johnston J. (2006). *Duties of a Head Teacher.* New Delhi; Sage publication Ltd.

Kaufman, M.N *(2002). Dropout Rates in the United States: 2000*, NCES 2002-114, Alt, & C.D. Chapman. Washington, DC: online"http://nces.ed.gov/pubs2002/droppub_2001/" \t "new" •http://nces.ed.gov/pubs20Q2/droppub_2001/

Kibogy, J. (2001). *A Survey of Dropout Phenomenon of Female Secondary School Pupils in Keiyo District.* Unpublished M. Ed Project, University of Nairobi.

Kumar, R. (2005). *Research Methodology.* (2nd ed.). New Delhi; Sage publication Ltd.

Klasen, S., (1999); *Does Gender Inequality Reduce Growth and Development? Evidence from Cross-Country Regression.* Policy Research Report on

Gender and   Development Working Paper 7. World Bank, Washington DC.

Mathenge, A. (1980); *The Education of Labourers in Coffee Plantations in Thika Division.* Unpublished PGDE project. Nairobi: Kenyatta University.

McDermott, P., and Rothenberg, J. (2000). *The Effective Teachers in High Poverty Schools* Triangulating our data. Educational Research Association, New Orleans.

MoEST (2003). *Report of the National Committee on Educational Objectives and Policies.* Nairobi: Government Printer.

Monly, L. K (2003). *The Effectiveness of BOG Members in the Management of Public Secondary Schools in Bureti District.* Unpublished M. Ed. Thesis CUBA.

Mugenda, O.M., and Mugenda, A.G., (2003). *Research Methods: Quantitative and Qualitative Approaches,* Nairobi. Acts Press.

Mullins, L. J. (2002). *Management and Organization Behaviour.* New York. Prentice Nairobi.

Murald, R. (1998); *Gender Sensitive Educational Strategies and Their Implementation*International Journal of Educational Development 17/2: 205-14.

Njeru W. G (2003). *Curbing Violence in Schools: School and Teacher Preparedness.* A Research Project. Nairobi: Kenya Institute of Professional Counseling.

Odaga A and Henveld W. (1995); *Girls and School in Sub-Saharan Africa: from Analysis to Action.* Washington DC: World Bank.

Okumbe, J.A., (1998). Educational management: *Theory and Practice.* Nairobi University press.

Olembo, J.O. (1998). *Management in Education. Nairobi Educational Research and Publication.* Oxford University press. Publishers. Qualitative approaches, Acts Press.

Orodho, J.A and E.H. Njeru (2003). *Access and Participation in Secondary Education in Kenya.* Emerging Issues and Policy Implication Nairobi: PAR publications.

Republic of Kenya. (1999). *Report of Inquiry into the Education System of Kenya. Totally Integrated Quality Education and Training* (T.Q.E.T). Government Printers, Nairobi.

Republic of Kenya. (2002). National Development plan (2002 - 2008): *Effective Management for Sustainable Economic Growth and Poverty Reduction.* Nairobi; Government printers.

Republic of Kenya. (2008). Kenya Educational Sector support programme; *Delivering Quality Education Kenya*; Nairobi Government Printers.

Republic of Kenya. (1988). *Report of the Education Administration Conference* Nairobi' Jomo Kenyatta foundation.

Republic of Kenya. (1988*).Report of the Presidential Working Party on Education and Training for the Decade and Beyond* . Nairobi Government Printer.

Republic of Kenya. (2002). *Kenya Gazette Supplement Bills, 2001.* Nairobi: Government Printer.

Republic of Kenya. (2003). *Task Force on Implementation of Free Education,* Nairobi Government Printer.

Republic of Kenya. (2007). *Gender Poliqy in Education.* Nairobi; Government printer.

Silvia, T.M. (1984). *Education Psychology for the Teacher in Africa.* Macmillan Education Ltd. London.

Smock, A. (1977); *Women 's Education and Roles in Kenya:* Working papers No. 316:   Nairobi, IDS.

Summers, W.K. (1992); *Contradicting Commitments: How the Achievement of Education For All is Being Undermined by the International Monetary Fund.* Action Aid International and Global Campaign for Education.

Sushila, B., (2004). *Management and Evaluation of Schools* Nairobi:, oxford University press, East African Ltd.

Tattum, H. 1992. *Disruptive Pupils in Schools and Units*, New York; John Wiley and §'ons Ltd.

Tomasevski, L. (2005). "Investing in All the People: Educating Women in Developing Countries." *Economic Development Institute of the World Bank.* EDI Seminar Paper No. 45. The World Bank. Washington, DC: 1994.

U N E S C O (1990): *World Conference on Education for All (WCEFA) Final Report: Meeting Basic Learning Needs,* UNESCO: Paris.

UNESCO. (2005). The Dakar Framework of action; *Education for All;* meetings our collective commitment world Education forum Paris. UNESCO.

Wamahiu, S. P., (1995), '*Inadequate Access of Girls and Women to Education, Training Science and Technology,*', Paper presented to the workshop on 'Kenyan Perspective towards the Effective Implementation of the Beijing Platform for Action', Nairobi.

Watkins, J.M., Watkins, D.S. (2001) *'The Female Entrepreneur: Her Background and Determinants of Business Chaos* — some British data' in Curran J, Stanworth J and Watkins D (eds.), The Survival of the Small Firm Volume 1: The Economics of Survival and Entrepreneurship, Aldershot: Gower Publishing.

Weldy, G.R. (1979). *Principals What they Are and Who they Are.* The National Association of primary school principals, 1904, association.

William, A., David, M., and Janet, F. (1998). *Performance - Based Assessments and Instructional Change*; The effects of testing in main and Maryland, Educational evaluation and policy Analysis 1998; 20 (2): a5 - 113.

World Bank, (1988). Education in sub Saharan Africa; *Policy for Adjustment Revitalization and Expansion Scientific and Cultural Organization.* Paris.

World Bank, (1992). *Policy Paper on Primary Education.* Nairobi: World Bank Publication.

World bank (2003) Achieving UPE by 2015. *A Chance for Every Child* Washington D.C international bank for reconstruction and world bank publications.

World Bank. (2002). *"Ecuador Gender Review: Issues and Recommendations. "* A World Bank Country Study. Washington, DC: The International Bank for Reconstruction and Development/World Bank.

Xiao, D. (2002). *Chinese Education and society* Vol. 33.no.5, 49-58.

Yes Pakistan, Newspaper, (2004). *Effect of Punishment on Drop out of pupils.* Islamabad, Yes Pakistan

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,

REF: RESEARCH PROPOSAL

I am a postgraduate student at the University of Nairobi, undertaking a master of Education course in Educational administration and planning. I am carrying out a research on **Role of head teacher in curbing drop out** in Public primary school in Kikuyu Division, Kikuyu county.

The research is purely academic and the information provided in this research will be used in this research work only and will be treated confidentially I therefore request you to assist me achieve this goal by allowing me choose your school as my study sample.

Thank you in advance.

Yours faithfully,

Francisca N. Njoroge.

APPENDIX II

TEACHERS' QUESTIONNAIRE

Instructions

Please read the following questions and answer them honestly. The aim of this questionnaire is to investigate the role of head teacher in curbing dropouts in public primary schools in Kikuyu Division, Kikuyu County There are no wrong or correct answers. Kindly respond to all items. Please do not indicate your name on the sheet,

section a

This section requires you to tick where applicable.

1.   What is your gender?

   • •Male   •   Female   •

2. What is your highest academic qualification?

   • a) Med   ●

   • b) BED   **n**

   • c) Diploma in education |__|

   • d) SI   ●

   • e) PI   ●

   • I) P2   ●

 • g) Any other (Please specify^

3. How long have you worked in your current station?

• Less than 1 year   q

• 2-3 years   j—j

•4-6 years   <u>I I</u>

• Over 7 years   [—]

section b

4. The table below presents some school based factors that influence primary school dropout rates. Based on your experience as a teacher, indicate the extent to which each of the factors influence dropouts in Kikuyu Division.

Learning resources	Level of influence			
	Very high	High	Low	No influence
Lack of adequate classroom		;		
Lack of text books	-			
Toilets				
Playing grounds				
Lack of furniture				
Lack of clean water				
Peer relationships				
Library facilities				
Lighting				

5. To what extent does you administrator try to harmonize work the following factors to curb drop outs.

School factors	Level of influence			
	Very often	Often	Rarely	Not at all
Teaching materials				
Teachers shortage				
Teachers pupils relationship				
Grade repetitions				
Academic achievement				
Discipline				

6. What are other general causes of pupil dropout in Kikuyu division.

7. How did the pupils who dropped out perform academically.

    a) Above average   ()

    b) Average   ()

    c) Below average   ()

8. Do you experience any discipline problems in your school?

   Yes   ()   No   ()

If yes how often do you experience the following problem

Problems	Very often	Often	Rarely	Not at all
Absenteeism				
Drug taking				
Fighting				
Rudeness to teachers				

section c

6. In your own opinion, what solutions can you give in the school to reduce dropouts in Primary School? Outline steps you would undertake to reduce incidences of dropping out.

7. Suggest ways in which school environment can help maintain pupils in school

8. What are the possible remedies th^t pan be undertaken to ensure that pupils remain in school and complete the cycle?

APPENDIX III

HEAD TEACHERS QUESTIONNAIRE

Instructions

Please read the following questions and answer them honestly. The aim of this questionnaire is to investigate the role of head teacher in curbing dropouts in public primary schools division, Kikuyu county,

section a

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

1. (Tick appropriately) what is your gender'?

> Male ( ) Female ( )

2. What is your professional qualification?

  i. Med ( )

  ii. BED ( )

  iii. Diploma in Education ( )

  iv. SI ( )

  v. PI ( )

3. Does you school have a set of agreed upon behavioural expectation for students?

> Yes ( ) No ( )

4. Does your school have a set of strategies for keeping pupils involved and connected to the school?

    Yes   ()   No   ()

If yes. How?

Do you and your staff have a high expectation for pupils academic achievements

    Yes   ()   No   ()

b) Why?

  c) Why not?

(d) How would do you rate the overall climate at your school?

    (Good)   I   (Satisfactory)   (Poor)

section b

The section contains a number of statements. Study each of the statement and give your response.

1. In what ways does the school contribute to pupils dropping out?

2. Which class do pupils drop — out most?

  Standard 1-3   ()

Standard 4-6   ()

Standard 7-8   ()

b. What is the main cause of the pupils dropping out?

3. How often does the school organize counseling sessions?

   i.   Quite often   ()   iii. Rarely   ()

   ii.   Occasionally   ()   iv. Often   ()

b. Who do you think should often guide and counsel the students?

i. Parents   ()   iii. Other pupils   ()

ii. Teachers   ()   iv. All   ()

4. To what extent have the following school factors contributed to school dropouts

Factors	Great extent	Less extent	Not at all
Indiscipline			
Over loaded curriculum			
Teachers shortage			
Repetition			
Teachers failure to meet deadlines			
Teacher pupil - relationship			
Academic achievement			
School type			

5. Indicate the adequacy of the following facilities in your school

Facilities /Resources	Very adequate	Adequate	Inadequate	Not available
Classrooms				
Teaching materials				
Toilets				
Play grounds				
Library				
Text books	·-»· ˙ . v	>« i «•.«A		
Teachers	)			
Water	4			
Playing equipments e.g. balls				
Others specify				

6. Do you experience any discipline problems in your school?

   Yes   ()   No   ()

If yes how often do you experience the following problem

Problems   Very often   Often   Rarely   Not at all

Absenteeism

Drug taking

Fighting

Rudeness   to

teachers

APPENDIX IV

• RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14/012/955

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Date of issue   6th July, 2012

Njoroge Francisca Nyambura

Fee received   KSH. 1,000

of (Address) University of Nairobi

P O Box 20197-00100, Nairobi

has been pennitted to conduct research m

Location

Kikuyu **District**

on the topic. The role of the head teachers in
curbing drop outs in public primary schools
In Kikuyu Division, Kikuyu District;

Applicant's   .... Secretary

i period ending::

89