

**HEADTEACHERS' STRATEGIES ON INTERNAL EFFICIENCY IN
PROVISION OF EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
EMBAKASI DISTRICT, KENYA**

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By

Muinde Everlyn Mwikali

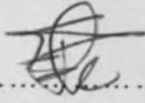
**A Research Project Report Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree in Master of Education in
Educational Planning**

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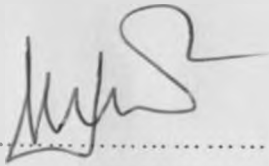
DECLARATION

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



Muinde Everlyn Mwikali

This research project has been submitted with our approval as university supervisors

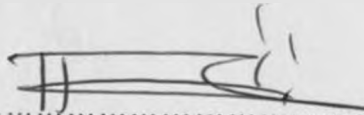


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DEDICATION

This research work is a special dedication to my husband David Kitama and daughters Sharon Mwendu and Joan Mbete. I love you all.

ACKNOWLEDGEMENT

First I most sincerely thank God who put it in me both to study and gave all it took for this project to become a reality.

The journey to the finalization of this research has been long and strenuous. Nevertheless, it has been an enjoyable and enriching experience to me. I wish to thank the University of Nairobi for giving me the opportunity to undertake a Masters' degree in educational planning. I sincerely take this opportunity to acknowledge my supervisor, Dr. Ibrahim Khatete, Lecturer department of Educational Administration and Planning for his guidance, advice, useful criticisms and discussion throughout my work under his careful supervision in the progress and success of this study. I also extend my gratitude to my other supervisor Dr. Rose Obae, Lecturer, Department of Educational Administration and Planning for her kind understanding, wise counseling, constructive and innumerable suggestions and discussions throughout my work under her supervision towards the successful completion of this research project.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
FPE	Free Primary Education
KIPPRA	Kenya Institute for Public Policy Research and Analysis
MDGs	Millennium Development Goals
SWAP	Sector Wide Approach to Program Planning
UNESCO	United Nations Education Scientific and Cultural Organization
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate the strategies head teachers use to enhance internal efficiency in the provision of education in public primary schools in Embakasi district. The study sought to achieve the following objectives: to establish the head teachers' recruitment strategies in enrolment and retention of pupils in public primary schools; to examine the head teachers supervisory strategies in managing teaching and learning resources influencing enrolment and retention in public primary schools; to determine the head teachers' communication strategies in controlling pupils school attendance on enrolment and retention in public primary schools and to investigate the head teachers motivation strategies on pupils and teachers in enhancing enrolment and retention in public primary schools. The study used a descriptive survey design. Purposive sampling technique was used to identify class seven and eight pupils for the study. Out of the total population simple random sampling was used to select 5 standard seven pupils and 5 standard eight pupils in each school totaling to 10 (ten) pupils hence the total population was 180 pupils. In order to address the research objectives and research questions data was collected by use of questionnaires, focus group discussion guide (FDG) and an observation check list were also used. The findings were made from the study; the head teachers took all important measures to help retain pupils in schools, head teachers referred absentees to the guidance and counseling teachers to help the pupils be retained in schools, it is through communication that head teachers provided information necessary for smooth running of the school, through giving rewards the head

teachers motivated both the teachers and pupils. The following recommendations were made from the study; the head teachers should enrol all children of school going age without discrimination. The reasons for the pupils dropping out of school were poverty, drug abuse and negligence from both the parents/ guardian. The head teachers encouraged remedial classes. Guidance and counselling should be offered in all schools, as this will encourage the pupils to open up and talk about their problems back at home. The head teacher should use community strategies effectively in order to encourage more pupils to be retained in school. The head teachers who motivate their pupils and teachers, usually help them work hard for a common goal.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Evidence from studies around the world demonstrate that investment in human capital through education is fundamental to improving a country's general welfare, economic growth as well as reduction in poverty index. Economists like Adam Smith and Schultz associated and viewed education as an important input in the economic development process through the human capital that is embedded on its beneficiaries (Psacharopoulos and Patrinos, 2001). Woodhall (1970) defines education as an investment in human capital that yields economic benefit by increasing the productive capacity of its people. Some of the documented benefits of education include improving the skills, abilities, productivity and earnings of people, promotion of economic growth, reduction in poverty, improvement of health and nutrition and promotion of social developments and cohesion (Schultz, 1961; Psacharopoulos and Woodhall, 1985).

Education is a basic human right enacted in the United Nations bill of rights (article 26(1) of the 1948 UN general Assembly]. Education is also seen as a human right and a necessary condition for the exercise of other rights. In the Geneva conventions on the rights of a child of 1987, it states that there is no higher priority important than that of Education for All (EFA) to curb illiteracy.

That's why international bodies like United Nations Education Scientific and Cultural organization (UNESCO) and the United Nations (UN) advocate for Education for All (EFA) policy. Provision of education has therefore been of great concern by the world leaders

The millennium development goals (MDGs) recognize education as a vehicle to economic growth. In conjunction with that, the ministry of education developed Kenya Educational Sector Support Program (KESSP). Through Sector Wide Approach to Planning (SWAP), KESSP focuses on all education sub-sectors and related cross cutting issues. At the primary schools this is managed by the head teachers. Olembo (1992) states that government policies and those of Ministry of Education (MoE) are implemented at school level under the guidance and the supervision of the head teachers.

The head teacher is the supervisor in the primary school level. Supervision can be referred to as that phase of administration which has pertinence for the expectations of teaching and learning. Supervision is termed as a phase of administration aimed at achieving specific goals and to help in maintaining standards and ensuring the attainment of educational goals and objectives. From the beginning of formal education in Kenya, the British colonial government was unwilling to accept responsibility of improving quality of African education through supervision. The Beecher report, (1949) empowered the government to

develop, control and supervise education by providing for school inspection at control. Through supervision there would be efficiency in the education system.(Beecher report, 1949).

The right to education is equally recognized in the constitution of Kenya. Kenya's National Development Plan 2002-2005 indicates that the population of Kenya was estimated at 30.4 million in 2001 and is increasing at a rate of 2.4% per annum. Currently about 44% of the population is of the age group 0-15 years. In line with the child rights legal framework, the current Kenyan government national development plan 2002-2005 recognizes education as a fundamental strategy for human resource development. In the year 2003 the government of Kenya introduced Free Primary Education (FPE). The implementation of the program resulted to a significant increase in enrolment (20%) in primary education from 6.0 million in 2002 to 7.2 million pupils in 2003. Since 2003, the enrolment has further increased to 8.6 million as at 2008 an increase of 23.3% (Republic of Kenya, 2009).

Most primary school head teachers have an uphill task in carrying out their management duties. The head teachers are appointees of the Teachers Service Commission (TSC) representing the highest authority in the hierarchy of educational management This is emphasized by Ukonje and Adu (1992) as cited by Makau (2007) when they noted that the main tasks of a head teacher are the

interpretation of policy, executing curriculum programs, maintaining equipment and physical facilities, financial management and school development. The head teacher then supervises the teachers in the implementation of the programs in the school. As a result this improves the efficiency in the education system.

Efficiency of an education system occurs when there is intrinsic ability to educate the greatest number of pupils who have entered the system in a given year in the shortest time and with the least use of financial and human resources (UNESCO, 1981). To establish the level of internal efficiency of educational systems some indicators used are:-enrolment rates, retention rates, repetition rates, survival rates and graduation rates.

Sound management of learning institutions is a pre-requisite to efficient and effective utilization of resources in the effort to establish and maintain quality of education. Koech's report (1999) also realized that heads of institutions are central to the management of educational institutions and implementation of the total curriculum (Republic of Kenya, 1999). It is argued that head teachers set the tone of the school and have a responsibility of creating a healthy environment conducive for effective teaching and learning.

Retention is influenced by availability of resources in that, adequate teaching and learning resources influence performance and good performance encourages

retention. The dropping out of pupils which lead to low retention, low survival rates and low graduation rates leads to wastage in the provision of education. With free primary education it was hoped that the Kenyan child would have access to basic education and remain in school until the completion of the education level. However, research has shown that even with introduction of free primary education, primary school education is still characterized by declining enrolment and low completion rates. The researcher is committed to analyze internal efficiency in the provision of education in public primary schools, since primary education provides basic education to individual and society's development.

A report by Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2007) indicates that Nairobi province is the second province with lowest retention after North Eastern province. Nairobi and North Eastern provinces had the lowest percentage completion rate recording 55.4 percent and 36.5 percent respectively. In Kenya, children's Act (2001) provides that all children have a right to education. Since January 2003, the government has been implementing the policy of free primary education. The head teacher should be able to motivate his/her teachers and pupils. Motivation can be defined as an individual's inner state that energizes, activates or moves and that directs or channels behavior towards goals. The Kenyan education system is exam oriented and most schools pad good performance in exams to a reward. When teachers and pupils are rewarded for

their good performance, output increases thus bringing efficiency in education. Shoen and Durand, (1976) points out that supervisors hold within their hands most of the techniques for stimulating subordinates to superior performance.

The measurement of internal efficiency of the primary school system helps schools account for resources invested in them. On the other hand, internal efficiency generates data that can guide decisions on assessing education, financing of education and curriculum review. The head teacher is responsible for the overall running and control of the school. He/she organizes both teaching and non-teaching staff to enhance efficiency in their duties and this can be done through communication. Communication is an everyday process in all fields and between all people.

Michael (1992) in his study on development of communication explains that without communication no organized action is possible. The head teacher monitors communication networks both formal and informal that operate in the school. The head teacher therefore through appropriate communication pattern should be able to realign and modify the attitude of teachers and pupils towards achievement of set targets in the school. With free primary education, it was hoped that every Kenyan child would have access to basic education and that enrolment and retention rates would improve.

Research has shown that even with introduction of FPE, primary school education is characterized by declining enrolment and low completion rates. A report by the ministry of education states that the dropout rate in Nairobi province was 1.6% in 2003, 5.6% in 2004, 6.5% in 2005 and 6.6% in 2006. This trend is notable where some schools in the country still record declining enrolment rates, a phenomenon one would expect to be minimal with free primary education in Kenya.

The report attributes this to opportunity costs in urban areas as being higher than rural areas due to high cost of living. Embakasi district has experienced a decline in retention. In 2004 the enrolment was 32540 which declined to 30362 in 2007 as per the statistics from the district education office in Embakasi. This is a paradox and hence the need to investigate the strategies head teachers adopt to enhance internal efficiency in the schools.

1.2 Statement of the problem.

Free primary education (FPE) in Kenya was introduced in 2003. As a result of this an additional 1.3 million children were enrolled in school, against an estimated 3 million that had been officially recognized as being out of school. Despite the free primary education policy, of about 1.9 million children are engaged in child labor. Out of this 1.3 million are completely out of school, with the rest combining work and some form of education (Achoka, Odebero, Maiyo

and Mualuko, 2007). In Embakasi district there has been a decline in enrolment as shown in the table below.

Table 1.1 Enrolment in Embakasi district (2004-2010)

Year	2004	2005	2006	2007	2008	2009	2010
No. of pupils	32540	31520	31484	31476	30464	30398	30362

Source: District Education Office (Embakasi district), 2011

The data shows that Embakasi district recorded a steady decline for the period 2004-2010. (See table 1.1). Whereas many other factors contribute to low retention rates in public primary schools, it is important that this study seeks to examine how head teachers recruitment, supervision, communication and motivation strategies enhance internal efficiency in the schools in Embakasi district.

1.3 Purpose of the study

The purpose of this study was to investigate the strategies head teachers use to enhance internal efficiency in the provision of education in public primary schools in Embakasi district.

1.4 Objectives of the study

The study sought to achieve the following objectives -

- a) To establish the head teachers recruitment strategies on enrolment and retention of pupils in public primary schools.
- b) To examine the head teachers supervisory strategies to manage teaching and learning resources influencing retention in public primary schools.
- c) To determine the head teachers' communication strategies to control pupils school attendance on enrolment and retention in public primary schools.
- d) To investigate the head teachers motivation strategies on pupils and teachers in enhancing enrolment and retention in public primary schools.

1.5 Research questions

The study was guided by the following questions:-

- a) What criteria do head teachers use to recruit pupils in public primary schools in Embakasi district?
- b) How do head teachers use the supervision strategy to manage teaching and learning resources in public primary schools?
- c) Which ways do head teachers use as the communication strategy to manage pupil's school attendance in public primary schools?
- d) How do head teachers adopt the motivation strategy to motivate pupils and teachers to enhance retention in the public primary schools?

1.6 Significance of the study

The study yielded vital information that may be used by policy makers, parents and education planners in the ministry of education. The information journal may help head teachers to improve on the strategies they use in the schools. It may also assist teachers to understand the causes of low enrolment and retention rates and come up with ways of curbing the problem. The information may assist parents and communities to understand the importance of education and how they can help the pupils to support them so that they remain in the system.

1.7 Limitations of the Study

The researcher was not able to control the attitude of the respondents. Through sampling however, the researcher was able to generate enough data to be representative as possible so as to reduce the degree of limitations.

1.8 Delimitations of the Study

The study was delimited to public primary schools in Embakasi district leaving out the private schools. The study was confined to Embakasi district where most of the schools are urban in nature. The conditions of Embakasi district could be different from those of other districts in Kenya. The findings of the study can therefore be cautiously generalized to other districts especially those in rural settings. The study limited itself to enrolment and retention determinants of

internal efficiency due to time factor, despite the fact that there are other determinants of internal efficiency like participation, graduation and transition.

1.9 Basic Assumptions of the Study

The study was based on the following assumptions:-

1. That respondents were truthful in their responses and that their responses were true reflection of the situation in retention of pupils in public primary schools in Embakasi district.
2. That there were records and data available on enrolment in the schools.

1.10 Definition of significant terms

Strategy refers to a method or a technique used in the delivery of information, knowledge, skills and attitudes.

Internal efficiency refers to the amount of learning achieved during school age attendance compared to the resources provided as measured by the percentage of entering pupils who complete the cycle.

Retention refers to a situation where a pupil is able to remain in school and complete a full academic cycle after enrolment.

Wastage in education refers to incidences of dropout and repetition

Survival refers to the ability of enrolled pupils to go through the education system to graduation. For example those pupils who live to sit Kenya certificate of primary education (KCPE) are survivors.

Access refers to entrance or admission into school activity and in this case primary school education.

Enrolment rates refer to the total school population registered annually in a country or a specific region.

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1.11 Organization of the study

The study was organized into five chapters. Chapter one is the introduction which consists of background to the study, statement of the problem , purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study , basic assumptions and definition of significant terms.

Chapter two deals with the literature review. Chapter three consists of the research methodology used in the study. It described the research design, target population, sample and sampling techniques, research instruments, instrument validity and instrument reliability, data collection procedure and data analysis techniques were outlined here.

Chapter four presents the data obtained from the findings and the interpretation of the findings. Chapter five contains the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. It is organized into the following sub-headings; head teachers strategies on recruitment of pupils to enhance internal efficiency, school based factors (teaching and learning resources) influencing retention, pupils' characteristic factors (school attendance) influencing retention and motivation of teachers and pupils.

2.1.1 The concept of retention and efficiency in education

Internationally there is a considerable body of literature on the usage and meaning of the terms quality, efficiency and education (Lockheed, 1994). The terms are often used interchangeably and associated with pupil's levels of cognitive performance in examination. If the achievement by pupils is low as manifested in a school low test score in national examinations the school is purported to be of quality.

Many countries in Africa have focused on increasing resources to the education sector in a bid to achieve universal primary education by 2015. Very little is known about the efficiency with which various schools raise pupils learning or achievement. As poverty increases and the level of investment in education increases, policy makers and education planners are looking for innovative and

viable strategies for improving the operation of the education system. While education opportunities have continued to expand in Kenya. Internal efficiency problems in form of dropout and repetition continue to be pervasive. The expansion of education system is associated with an increase in enrolment. School dropout translated to wastage of money, wastage of teachers and pupils' time, since pupils are unable to finish the school cycle. Although the government initiated free primary education (FPE) in 2003, this policy has not ensured total enrolment for all primary school age going children.

According to Psacharopolous and Woodhall (1985) to assess internal, efficiency of education, we need a statement of its aims and objectives, together with a range of measures of output that reflect these various objectives and the success with which they are achieved. Therefore analysis of internal efficiency often measures output in purely quantitative terms, such as the number of graduates qualified or school leavers produced in the education system.

Internal efficiency therefore can be improved by reducing wastage due to repetition and dropout. However it is well known that all pupils admitted to the first year of an education cycle do not all complete that cycle within the prescribed minimum period. Some of them drop out before the end of the cycle and some repeat one or more grades before either dropping out or completing that last grade of the cycle successfully (UNESCO, 1972). In Kenya, efficiency in

education is greatly hampered by repetition, dropout and low transition rates between education sub-sectors (Republic of Kenya, 2001).

2.2 Recruitment strategies to enhance enrolment and retention.

There is a considerable body of literature on the usage and meaning of the terms quality, efficiency and education (Lockheed 1991). The best tool for analyzing internal efficiency of education addresses the question of how funds within the education sector should be allocated. A more efficient system obtains more output for a given set of resource inputs or achieves comparable levels of output for fewer inputs, other things being equal (Hanushek, 1986).

The head teacher has the responsibility of recruiting pupils into the school. To perform this he/she should have the evaluation skill. Evaluation can simply be defined as an appraisal or assessment of instructional attainments of both formative and summative basis. One of the most important initial steps is to establish procedures for developing evaluation, procedures to determine who is to be involved and the relative responsibility of each party to the process. When such a program is developed, description should include some set of criteria by which the success of the program can be measured. Head teachers should be thorough, fair and objective. Orlosky (1984) argues that thoroughness demands of supervisors' time and requires knowledge about class-room instruction that recognizes the differences between important and shallow acts and between

effective and ineffective teaching. It also requires the head teacher to be able to offer positive suggestions when needed to recognize excellence and to pinpoint its characteristics in a supportive manner. As far as fairness is concerned, Orlosky, (1984) observes that the head teacher separates personal relationships from the duties of evaluation and establishes trust among the entire school so that fair evaluation will be conducted.

The school head teacher carries the prime responsibility of creating a conducive educational environment (UNESCO, 2002). According to the republic of Kenya (1999) report on primary school management project (PRISM), it was initiated to provide primary school head teachers with school management skills to help improve the quality of primary education. The school environment has been found to cause gender inequity in learning (Mingat, 2002). Unfavorable environmental factor affect all learners. For example in pursuit of the reforms in the education sector, aimed at meeting the international development including the millennium development goals (MDGs) Education for All (EFA) and Vision 2030, the Ministry of Education strives to make primary schools more functional. They do this by providing the necessary facilities like provision of electricity, safe drinking water, classrooms and other basic amenities.

This ensures that children do not drop out of school on account of non-functional environment which is not good for learning (Republic of Kenya, 2008).

Internal efficiency of education therefore refers to a comparison of learning to the costs of educational inputs (Lockheed and Hanushek, 1994). If the achievement by pupils is low as manifested in a school's low test score or in national examinations the school is purported to be of quality and therefore , inefficient. Omari (1987) stated that inputs into education sector are wide and varied. This is because it is not only restricted to only those inputs which can be expressed in physical quantities or monetary terms, but also the complex interaction of pupils and teachers as elements of inputs. Inputs include textbooks, teachers, school physical resources. Psacharopoulos (1985) while including the number of pupil-years as an input further stated that outputs are often measured in purely quantitative terms such as the number of graduates or qualified school leavers produced in an education system. Abagi (1997) quoting Wolf (1984) agrees that the percentage of pupils entering the system who complete the course is often used as a measure of internal efficiency.

Efficiency in education has been camouflaged by the desire to promote access and retention through increased education opportunities for school –age population. The Kenyan government national development plan 2002-2005 recognizes education as a fundamental strategy for human resource development. In the admission process the head teacher uses some of his teachers to assist. There may be interviews for the children joining school. Head teachers may also admit pupils in regard to their age factor. Retention is determined by availability of resources.

Adequate teaching and learning resources in relation to the number of pupils admitted, encourages good performance. Some countries in Africa have focused on increasing resources to the education sector in a bid to achieve Universal Primary Education (UPE) by 2015.

2.3 Supervision strategies influencing retention

Supervision can be viewed as the first level of management in the organization. It is concerned with encouraging the member of a work unit to contribute positively towards accomplishing the organizational goals and objectives. Okumbe (1997) considered supervision as that dimension or phase of educational administration concerned with improving instructional effectiveness. Olembo (1992) identified major functions of supervisors such as working closely with teachers to establish problems and needs of pupils building strong group morale. School related factors such as school curriculum, teacher-pupil ratio, environmental factors, teachers, teaching and learning materials contribute to retention of pupils in the school.

Irrelevant, complex, rigid and congested curriculum normally puts learners off or if what is offered does not relate nor apply to normal life, more children are likely to perform poorly hence may drop out of school. The head teacher must see to it that whatever teaching and learning resources needed for successful implementation of the curriculum are provided. He/she should be involved in

evaluation of the teaching and learning to obtain feedback on the extent to which goals and objectives have been achieved.

According to EFA, Global monitoring report UNESCO (2005) it seems highly likely, that achievement of universal participation in education will be fundamentally dependent upon the quality of education available. For example how well pupils are taught and how much they learn can have a crucial impact on how long they stay in school and how regularly they attend. Furthermore, whether parents send their children to school is likely to depend on judgment they make about the quality of teaching and learning provided- upon whether attending schools is worth the time and cost for their children and for themselves.

Quality education as affirmed by the Dakar framework for Action (2000) sets out the desirable characteristics of learners (healthy, motivated students) processes (competent teachers using active pedagogical methods), content (relevant curricula) and systems (good governance and equitable resources allocation). The poverty of Africa states is evident in the physical state of their institutions of learning materials. Those facilities that are available are inadequate and dilapidated and often lacking basic amenities such as water and electricity.

Matters associated with learners' health, nutrition and availability of water may also affect their access and retention in schools. Khandaker (1996) noted that

access to a better source of drinking water both in the school and in the household increase the schooling attainment of boys and girls. In his part Psacharopoulos noted that healthy children learn more effectively than skin children. Well-nourished children learn more effectively than hungry children and educated parents are more likely to have health and well nourished children.

Low achievement by learners is considered as one of the factors causing dropout. Head teachers should therefore organize through the Ministry of Education to ensure that the feeding programs in schools are sufficient. According to the UNESCO, EFA monitoring report (2005), it is obvious that school without enough teachers, textbooks, or learning materials will be not able to do an effective job. The greatest single cause of drop out is poor quality in education small crowded classes with few or no furniture, textbooks and equipment cause the drop out. This makes the pupils to have a tough and unpleasant time in school, making them to eventually drop out.

Supervision as a skill in leadership means that the head teacher is expected in the words of Mullins (2005) to create the intangible something into the mind and spirit among teachers which encourage effective teaching and learning. The head teacher should be an effective supervisor. Many educators will agree that a large part of the head teachers' responsibility as a supervisor is to coordinate the activities of the whole school and ensure that children receive good education.

Bennet (1974) observed that if this has to occur then head teachers have to communicate instructions, recommendations, requests and information to their staff.

The head teacher is charged with the responsibility of creating condition in the school within which the staff can and will meet its organization responsibilities. The basic way in supervision is to create a satisfying emotional tone by respecting the personality of all individuals.

Macharia (2008) in a study “factors contributing to low access and retention of pupils in Kiambu East district” found out that enrolment of pupils in Kiambu East district declined from 27,115 to 25,351 in 2007 posting a decline of 6.5 % because of issues like drug use and abuse, influence of the outlawed Mungiki sect, poverty and teenage pregnancies among others. This is a clear indication that there are issues seriously undermining enrolment and retention rates in public primary schools. The school head teacher carries the prime responsibility of creating a conducive educational environment (UNESCO 2005).

Hayes and Gunn (1988) states that in-service training must be held for teachers, parents, students and facilities must be appropriate to handle handicapped children. Where as the Ministry recognized the need to train teachers for children

with special needs and went ahead to put up the Kenya Institute of Special Education (KISE), little else has helped by way of direct government support

The few initiatives have been invariably donor funded (Republic of Kenya, 2003). The last donor's special education in CESA report (1999) highly places the government last. In Uganda however, the government support all institutions providing special education to enable them operate more effectively and efficiently.

Primary School Management (PRISM) project was initiated to provide primary school head teachers with school management skills to help improve the quality of primary education. Olembo (1992) says that it is the responsibility of the head teacher to assess the staff needs of his school. Every school must have appropriate staff personnel policy which is attractive to teachers that is geared towards attainment of the set educational objectives and goals. For example, the total number of teachers on duty in public primary schools decreased from 176,572 in 2003 to 173,153 in 2007. The national pupil- teacher ratio (PTR) rose from 39 in 2003 to 43 in 2007. In 2007, North Eastern province recorded the highest pupil-teacher ratio at 63, while Eastern province registered the lowest at 38, (Republic of Kenya, 2008).

In countries like Kenya and Tanzania an uneven distribution of teachers is a factor which is caused by shortage. The shortage of teachers contributes to low performance and dropouts (Mbilinyi, 2003). World Bank Report (1988) showed that dropout depends on an individual and a country at large. Blaug (1981) on the study on high wastage in Indian primary schools showed that it is due to inaccessibility to schools, overcrowded curriculum, overcrowded classes, inadequately prepared teachers, lack of text books and equipment that retention is low. The issue of adequacy of materials is a serious one especially in countries where allocation of financial resources for education is very low.

According to Republic of Kenya, (2009), the post- election violence in Kenya in 2008 adversely impacted on educational institutions, where the school infrastructure was destroyed, learners and teachers displaced. Many schools in some districts like Molo, Naivasha, Uasin Gishu, Trans Nzoia and Kisumu were either burnt , vandalized or have had their facilities overstretched. The epicenter of the violence was at Uasin Gishu district. It is here that the entire school buildings such as Chemare primary school were razed down. Enrolment had dropped to a meager 44 pupils down from 360. In addition to that, Kiambaa primary school in the same district suffered similar destruction. The enrolment dropped from 630 pupils to 77 pupils (Republic of Kenya, 2009). It is also common to find out that where there is flooding and insecurity, pupils drop out of schools. For example most schools in Nyando district and North Eastern parts of

Somali regions are always closed down due to banditry and floods (Akengo , 2007).

2.4 Communication Strategies on Pupils' characteristics on retention

The extent to which there is success in supervision, there should be effective communication. Because of the amount of communication necessary in a school, some head teachers run internal newsheets or diaries containing information about school activities, notices of events affecting the staff and pupils and instruction from head teachers. Some communication will be confidential or applicable to only a small number of staff. Thus for effective communication the supervisors should be simple and precise so that both the head teacher and teachers can share meaning and understanding in the process of delivering goods to the pupils.

Among the pupils characteristics in the school which the head teacher and teachers need to control include organizing classes, maintaining pupils records, reporting pupils progress, guidance and counseling, maintaining pupil discipline, supervising pupils activities and accommodating children with special needs. The teacher can communicate through open school days and annual parent days. The survival of any organization depends on effective communication. Without effective communication among school administrators, teachers and pupils, disharmony and poor working environment may occur. A head teacher in any

given school is responsible for the day to day running of a school and its success in academic performance. The form and way of communication used in a given school will affect the way people interact, and it will have an impact on the general atmosphere of the school which in turn will affect the general quality of instruction that students receive, (Muyiera, 2002). Head teachers should ensure that the school prepares children adequately for life. The head teacher should communicate with the teachers and pupils and as part of his supervisory role attempt to influence their participation. This can be done through notice boards and meetings.

Repetition according to researches done by Ngau, (1991) and Theuri, (2004) has negative psychological effects on the affected pupils because it tends to lower pupils' self esteem and damage peer relations. Fobih, (1987) in a study in Ghana, found out that peer group exerts considerable influence on the adolescent by setting a pattern of values and behavior for the individual. In the Greater Accra region of Ghana, peer group was found to have influenced members to drop out of school to join in such activities such as going to the beach and lorry parks (that is; bus or train stations) to work as carriers of baggage or packages during school hours. He adds that having early sexual relations is another factor associated with dropout among adolescent pupils. In particular, he observed that 20% of all dropouts in the Volta region of Ghana were attributed to early pregnancy among girls.

In the schools there are those pupils with special needs who are entitled to special education. The way children with special needs are treated determines how regular they can attend school. Special education deals with the manner in which educational programs for exceptional children are organized. According to Ndurumo (1990) the rationale for placing an exceptional child in either; special day schools, special classes, resource rooms or integrated programs is determined by various variables such as the degree of severity, availability of the educational options in the child's home and even the school administrators.

The head teacher as the administrator organizes on how to accommodate such special children to join the mainstream program. Studies conducted by Canadian Education Association (1985) on integration of handicapped children recommend on several adjustments which include, decreased class size, individual attention and additional planning time, assistance from professionally defined method of assessing and placing exceptional children and availability of support services. The few initiatives have been invariably donor funded by Elimu Yetu Coalition Report. A research done by *Elimu Yetu* Coalition found out that out of those who are lucky to access special education, the quality of what they receive is in no doubt given to the shortage of trained teachers, physical facilities and support services.

2.5 Motivation strategies on teachers and pupils influencing retention

The quality of a school mainly affects the performance (achievement in classroom) of the child which in turn determines whether a child is promoted to the next class or not (Warren and Stocks, 1988). This demonstrated that the only educational variable significantly related to drop out rate was the average rate of repetition. Proportionally the higher the repetition rates, the higher the dropout rates.

Most recent studies have shown that the establishment and maintenance of satisfactory human relations among staff members is necessary and that group's productiveness is affected by the quality of its human relations and supervisor must work constant for the improvement of the groups' cohesiveness. In her findings, Sisungu (1988) concluded that motivation of workers was lacking in the primary school system and that as a result it is hard to achieve the organizational objectives. Her research further revealed that a school with happy, motivated staff succeeds, may be the supervisor who is the head teacher needs to remind him or herself of this and really try to work on it in order to improve performance in the schools.

Rowe and Rowe (2002) in their study of what matters most in the educational experiences and outcomes for girls and boys throughout primary school, indicated that boys are more likely to drop out of schooling prematurely. They are also significantly more 'disengaged' with schooling and more likely to be at risk of academic underachievement. For the pupil to be retained in school, the head teacher plays a role in enhancing the retention.

The primary school head teacher needs to develop skills of leadership and management in order to motivate his teachers, pupils and the entire subordinate staff. Shoen and Durand (1976) argue that the head teacher can best tap the enthusiasm and cooperation of subordinates to contribute towards the achievement of organizational goals. Teachers feel empowered and tend to have higher morale, when they have a voice in what happens to them.

The head teacher should take advantage of this and involve teachers in decision making, stand behind them, acknowledge their expertise, have a teacher friendly timetable and assist them. The Kenya Education Staff Institute (KESI) outlined methods which a head teacher may use to create an atmosphere to motivation in schools. This included planning for job enrichment, giving teachers right to make decisions, improving teacher responsibilities, communicating effectively, eliminating conflict among staff, teachers and pupils. They also encourage, congratulate, complement and reward all high achievements in private and public,

trusting teachers and letting them know it. Teachers are encouraged and guided towards career advancement, promotion and professional growth.

2.6 Summary of the literature reviewed

Literature reviewed in this section has shown that a number of strategies have been or may be used to enhance internal efficiency in schools. These include: head teachers recruitment strategy on enrolment and retention, supervisory strategy on school based factors (teaching and learning resources), communication strategy on pupil' characteristic factors (pupils' school attendance) and the motivation strategy on both teachers and pupils to influence retention. Other school based factors include teacher characteristics and curriculum. Other pupil related factors include; attitude towards school and teachers, academic performance, discipline, absenteeism, peer pressure and special learner needs. While the government invests in free primary education, many studies have been carried out on causes of low retention rates. More studies need to be carried out to investigate the strategies that head teachers use to enhance internal efficiency in the provision of education especially in the urban areas and this is the gap that this study wishes to fill.

2.7 Theoretical framework

This is based on the production function theory in an attempt to explain the head teachers' strategies in enhancing internal efficiency in provision of education in public primary schools in Embakasi district. The study attempted to find out whether various strategies influenced retention of pupils in schools. The study therefore attempted to find out to what extent the production function theory was applicable in indicating factors that influence retention of pupils. This model simplifies the process of teaching and learning by permitting the analysis of understanding the system better when limited to observing and measuring the input and output relationships. The input-output analysis as used in the concept of internal efficiency is widely recognized as a highly important tool of economic analysis (Ikiara, 1981). It provides concise and adequately detailed data on all economic activities by tracking down the flow of inputs and outputs. The school relies on pupils who enroll in the system.

For the pupils to be retained in school it depends on the school characteristics such as; curriculum being offered, availability of classrooms, learning materials such as books, sports equipment, time, teacher-pupil ratio, peer group influences the class size. Retention also depends on the pupils characteristics themselves such as; gender, academic performance, attitudes towards school. It is a statistical relation between inputs and outputs which shows that retention is a function of various factors as follows;

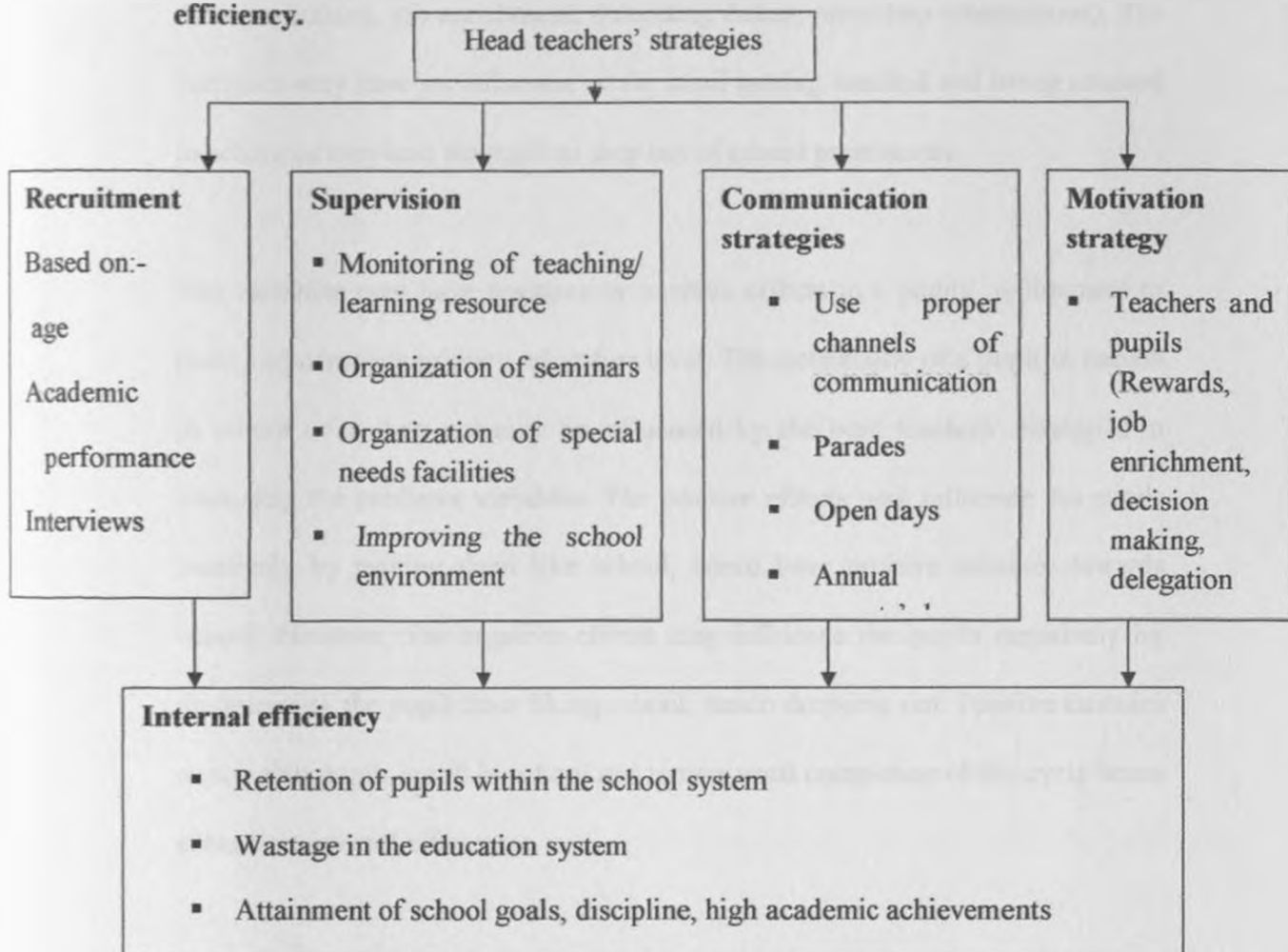
$R = f$ [curriculum, age, classrooms, books, sports equipment, time, teachers, peer Influence, class size, gender, academic performance, special needs facilities, attitudes towards school, rewards, job enrichment, delegation of duties].

Where R is retention.

2.8 The conceptual framework

In order to measure the educational output, retention among pupils should be put in place. This output however, is achieved after various inputs undergo the educational production process. Inputs in the educational production process include the head teachers recruitment, supervision, communication and motivation strategies. The educational output in this case is denoted by internal efficiency as far as retention of pupils is concerned.

Fig 2.1: Interrelationship between head teachers' strategies and internal efficiency.



The conceptual framework shows the link between the head teachers' strategies on various variables. The variables are grouped into recruitment strategy on enrolment and retention, supervisory strategy on school-based factors (school facilities, teacher quality, curriculum), communication strategy on pupil related characteristics (academic performance, peer pressure, gender, school attendance,

special needs) and motivation strategy on both teachers and pupils in terms of decision making, job enrichment, delegating duties, rewarding achievement). The variables may have an influence on the pupil getting enrolled and being retained in school or may lead the pupil to drop out of school prematurely.

The variables may have negative or positive effects to a pupils' willingness to learn and complete primary education level. The potentiality of a pupil to remain in school or to drop out may be influenced by the head teachers' strategies in managing the predictor variables. The positive effects may influence the pupils positively by making them like school, hence have positive attitudes towards school. However, the negative effects may influence the pupils negatively by discouraging the pupil from liking school, hence dropping out. Positive attitudes ensure that pupils enroll in school and remain until completion of the cycle hence enhancing internal efficiency.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology used in the study. It describe the research design, the target population for the study, sample size and sampling procedures, the research instruments, instrument validity, instrument reliability, instrument administration, data collection procedure and data analysis techniques

3.2 Research Design

The study used a descriptive survey design. A survey is defined as an element to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Gay, 1992). He notes that the major purpose of descriptive survey study is to describe the state of affairs as they exist at present. This study employed a descriptive design which enabled the provision of insight into intensive, descriptive and holistic analysis of a single entity, thus increasing the reliability of the research findings which could be generalised to the entire population.

3.3 Target Population

The study targeted all the 20 public primary schools in Embakasi district. Therefore the study targeted all 20 head teachers, 445 teachers and 6045 pupils in

classes 7 and 8 according to the statistics at the district education office in Embakasi district, 2011.

3.4 Sample Size and Sampling Technique

Borg and Gall,(1996) state that sampling is a research technique used for selecting a given number of subjects from a target population as a representative of that population. Two head teachers and two teachers were selected using purposive sampling technique for the pilot study. The researcher used simple random sampling technique to identify the number of teachers required during the study. According to (Mulusa, 1988) a sample size of between 10% to 30% is appropriate for a descriptive study to sample both the teachers and the pupils. There were 18 schools and 18 head teachers used for study. A sample of 134 teachers from a population of 445 teachers was selected for the study. Another sample of 180 pupils was used. Purposive sampling technique was used to identify class seven and class eight pupils for the study. Out of the total population the researcher used simple random sampling to select 5 standard seven pupils and 5 standard eight pupils in each school totaling to 10 (ten) pupils hence the total population was 180 pupils.

3.5 Research Instruments

In order to address the research objectives and research questions data was collected by use of questionnaires. Focus group discussion guide (FDG) and an observation check list were also used. A questionnaire is a carefully designed instrument for collecting data from people. It can either be open-ended or closed-ended. According to (Best and Kahn, 1992) questionnaires enable the person administering them to explain the purpose of the study and give meaning to the items that may not be clear. The questionnaire was for both the head teachers and teachers and it was in three sections. Section A entailed the recruitment strategy on enrolment and retention. Section B elicited information on head teachers' strategies in managing school-based and pupil characteristic factors affecting retention rates and Section C contained information on motivation strategies on teachers and pupils in enhancing internal efficiency. A focus group discussion guide is a carefully designed and planned discussion to obtain information on the participants' beliefs and perceptions on a defined area of interest. The focus group discussion guide was administered to the pupils.

3.5.1 Instrument Validity

Validity according to (Mugenda and Mugenda, 1999) refers to the accuracy and meaningfulness of inferences based on research results. It is the extent to which an assessment instrument measures what it purports to measure. A pilot study was carried out prior to the actual study. The results of the pilot study were discussed

with the respondents and the supervisors to check whether the items had addressed the objectives and research questions adequately. Items found to contain errors, biasness and ambiguity in language were reconstructed or discarded altogether.

3.5.2 Instrument Reliability

Reliability refers to the consistency of the scores obtained; that is how consistent they are for each individual from one administration of an instrument to another and from one set of items to another, (Fraenkel, 2000). To test the reliability of the instruments test-retest method was used. The same test was administered at an interval of two weeks to the same group of respondents. Scores were correlated using the Pearson product moment formula as shown:-

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where n is the number of respondents

x is the score of a respondent on one variable

y is the score of a respondent on the other variable

When the correlation is found to be closer to 1, then the instrument is considered reliable. This study gave a reliability coefficient r, of 0.9. Mugenda and Mugenda (1999) assert that a coefficient of 0.80 or more implies that there is high degree of reliability of data.

3.6 Data Collection Procedures

Before the process of data collection, the researcher obtained a research permit from the National Council of Science and Technology. Letters of introduction from the researcher were sent to all the respondents. After two weeks the researcher visited each of the institutions and administered the questionnaires as well as collected information guided by the observation checklist.

3.7 Data Analysis Technique

Data was analyzed both qualitatively and quantitatively according to the study objectives. Analysis involved editing the questionnaires, tabulating and coding. Qualitative analysis was used for open ended questions from the questionnaires that required respondents to give their own opinions. Qualitative data was processed by first categorizing and discussing responses for each item according to themes, then edited and coded. Data was processed using the statistical package for social sciences (SPSS) computer software. Quantitative analysis was applied for closed ended questions that provided respondents with alternative responses from which to choose. Descriptive analysis was used to analyze qualitative data. Frequency distributions, percentages, mean scores and standard deviations were calculated and entered into the table. From these results, frequency distribution charts and patterns detected were drawn, conclusions and recommendations made about those patterns.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1. Introduction

This chapter presents a descriptive analysis of data gathered in relation to head teachers' strategies in enhancing internal efficiency in the provision of education in public primary schools in Embakasi District, Kenya. The method employed, ensured an equal representation of all the public primary schools within Embakasi district. The study used descriptive statistics to organize, summarize and interpret qualitative information collected. Data is then presented in form of frequency tables and charts where applicable. This presentation is based on the questionnaires administered, interviews and observation made. It sought to answer the following objectives:

- i. To establish the head teachers' recruitment strategies on enrolment and retention of pupils in public primary schools.
- ii. To examine the head teachers' supervision strategies to manage teaching and learning resources influencing enrolment and retention in public primary schools.
- iii. To determine the head teachers' communication strategies to control pupils school attendance on enrolment and retention in public primary schools.
- iv. To investigate the head teachers' motivation strategies on pupils and teachers in enhancing enrolment and retention in public primary schools.

4.1.1. Questionnaire Return Rate

The returned questionnaires were 180 for pupils who translated to 100 percent, 134 for teachers (100%), and 18 for head teachers (100%) as the key informants. Analysis and data interpretation is based on these returns. There were four research questions raised in this study. The representation of the research findings of the study attempted to answer those questions.

4.2 Demographic Data

The teachers were asked to indicate the time they had been in the current station while the head teachers were asked to indicate for how long they had been head teachers. The responses are shown in tables 4.1 and 4.2.

Duration teachers took in a particular school

The teachers were asked to indicate the time they had been in the current stations. The results are as shown in Table 4.1.

Table 4.1 Duration of head teachers in their current schools

Time in years	Frequency	Percent
Below 5 years	83	61.9
6-10years	31	23.1
11-15years	3	2.2
over 15 years	17	12.7
Total	134	100.0

The majority of the teachers (61.9%) had been in their current stations for below 5 years. These findings show that the majority of the teachers had not taken too long in their current station while those who had stayed in one station for long were just a handful of them. For teachers to be effective there is need for a teacher to move from one school to another with time but not to remain in the same school for quite a long period of time. This will encourage them to meet new challenges and be able to handle them for the betterment of their career. They are also able to judge the strategies put in place by the head teachers to enhance internal efficiency in the provision of education.

Head teacher's professional experience as administrators

The head teachers were asked to indicate the period they had served in their capacity as head teachers. The working experience of a head teacher is very important in his/her career. The results are as shown in Table 4.2

Table 4.2 Duration served as a head teacher

Time in years	Frequency	Percent
Less than 5 years	4	22.2
6-10years	6	33.3
11-20 years	8	44.4
Total	18	100.0

From Table 4.2 it is clear that most of the head teachers (44.4%) had worked for 11-20 years as heads. This shows that the head teachers had the necessary experience to head their schools effectively and are also able to adapt to strategies that will enhance internal efficiency in the provision of education in public primary schools.

4.3 Head teachers' recruitment strategies on retention of

Pupil's in public primary schools

Recruitment is the process of identifying the prospective pupils, stimulating and encouraging them to apply for learning in a particular school. The purpose is to have an inventory of eligible pupils from amongst whom proper selection of the most suitable pupils will be done to get enrolled to learn in a particular environment. Primary schools are expected to enrol all children of school going age (6-13 years) without discrimination. Schools have to be all inclusive to cater for all children even those with special needs. Street children who have been exposed to drugs or have emotional stress will need to be rehabilitated so as to fit into regular schools (MOEST, 2003). First the study sought to look at pupils' response on what method was used for them to be enrolled in their particular schools. The results are as shown in Table 4.3.

Table 4.3 Pupils requirements before joining the school

Requirement	Frequency	Percent
Did interview	126	70.0
Did a test	50	27.8
Other methods	4	2.2
Total	180	100.0

The majority of the pupils (70.0%) were asked to do an interview before they were enrolled in their current school while 27.8 percent said they were tested

before joining the particular school. With these results the study sought from the teachers on how they assisted the head teachers in the recruitment of the pupils in their schools. The results are as shown in Table 4.4.

Table 4.4 Teachers' involvement in the recruitment process of pupils

Requirement	Frequency	Percent
Interviews/ Oral questions	65	48.5
Written tests	42	31.3
Assessing them	14	10.4
Recruitments not done by teachers but by senior teacher	13	9.7
Total	134	100.0

Slightly below half of the teachers (48.5%) indicated that they used interviews/ oral questions during recruitment of students into their school. Hence the results correspond with the pupils who said that they were either interviewed or had a written test before they were admitted to the current schools. The head teachers also indicated that their schools conducted interviews and pupils had written tests so as to be admitted in the schools. This was to enable the teacher to assess and know how much the students had learnt before they were admitted to the particular schools. It was argued that it helped in the placement of the pupils appropriately. These findings correspond with Republic of Kenya (2003) that in

the admission process the head teacher uses some of his teachers to assist (Republic of Kenya, 2003).

Drop-out among pupils

One of the determinants of retention is the availability of resources. Adequate teaching and learning resources in relation to the number of pupils admitted, encourages retention thus curbing dropout cases among pupils. Some countries in Africa have focused on increasing resources to the education sector in a bid to achieve Universal Primary Education (UPE) by 2015. The teachers were asked to indicate the gender of pupils who dropped out of school oftenly. The results are as shown in Table 4.5.

Table 4.5 Distribution of Teachers by gender of pupils who drop out of school

Gender	Frequency	Percent
Boys	28	23.1
Girls	83	59.0
Both	23	17.9
Total	134	100.0

From Table 4.5, the majority of the teachers (59.0%) indicated that girls drop out of school oftenly than boys at 23.1 percent and both at 17.9 percent. There are several reasons as to why girls would drop out from school than their boys'

counterparts. The head teachers were also asked to indicate at what level the pupils had a rampant drop out from the schools. The results are as shown in Table 4.6

Table 4.6 Distribution of head teachers by level in which outmost drop out is experienced

Level	Frequency	Percent
1-3	5	27.8
4-5	4	22.2
6-8	7	38.9
No Drop out	2	11.1
Total	18	100.0

Most of the head teachers (38.9%) indicated there was rampant drop out of pupils in upper primary that is class 6-8, about 27.8 percent of them indicated that drop out was rampant for lower primary in their schools. These findings from the teachers and the head teachers indicate that there are reasons as to why there was rampant drop out from upper classes. The head teachers and teachers were asked to indicate the reasons for drop out. The reasons included poverty, lack of feeding program in school, unfriendly schools, child labor, parental / guardians' negligence, peer influence, poor parenting, truancy, HIV and AIDs, teen pregnancies and drug abuse. Another reason is that the school was placed next to

the slum environment hence some drop out of school to collect garbage and earn some money.

The head teachers were asked to indicate how they ensured retention of pupils in their school. The results are as shown in Table 4.7.

Table 4.7 Strategies to encourage retention of pupils in schools

Strategy	Frequency	Percent
Creating a child friendly environment in school	8	44.4
Feeding program	4	22.2
Guidance and counseling	4	22.2
Reporting cases of child negligence to authorities	1	5.6
Enhancing communication in school	1	5.6
Total	18	100.00

Most of the strategies the head teachers used to ensure retention of pupils included creating a child friendly environment in school at 44.4 percent feeding program, 22.2 percent indicated that they had a school feeding program and guidance and counseling in their school. These findings show that the head teacher was concerned with the well being of the pupils hence took all important measures to help retain the pupils in schools. Omari, (1987) stated that inputs into education sector are wide and varied. This is because it is not only restricted to only those inputs which can be expressed in physical quantities or monetary

terms, but also the complex interaction of pupils and teachers as elements of inputs.

4.4 Head teachers' supervision strategies to manage teaching and learning resources influencing enrolment and retention in public primary schools

School related factors such as school curriculum, teacher-pupil ratio, environmental factors, qualification of teachers, teaching and learning materials may affect retention of pupils in the school. Hence the study sought from the teachers on how the head teachers dealt with pupils who performed poorly in examinations. The results are as shown in Table 4.8

Table 4.8 Distribution of Teachers in dealing with poor performance in examinations

Strategy used	Frequency	Percent
Remedial classes	79	59.0
Discussing with the parents and teachers on way forward	21	15.7
Involving parents to assist their children	20	14.9
Encouraging the pupils to work harder	14	10.4
Total	134	100.0

The majority of the head teachers (59.0%) encouraged the teachers to offer remedial classes to pupils who performed poorly. From these findings it is clear that the head teachers handled differently pupils' performance. There is need for the parents to get more involved in their children performance. This is because as reported by teachers only 14.9 percent of the parents were involved in assisting their children. Hence when parents are involved in their children's education this will encourage the pupils to work extra harder to achieve their goals in schools.

The teachers were asked to indicate how the head teachers ensured all pupils were accommodated in the classes. The results are as shown in Table 4.9

Table 4.9 Distribution of teachers on head teachers accommodation of large classes

Strategy used	Frequency	Percent
Availing more desks in classes	58	43.3
Purchasing of enough teaching and learning resources	35	26.1
Availing new classrooms	27	20.1
Double shifts	14	10.4
Total	134	100.0

Most teachers (43.3%) indicated that their head teachers were able to avail more desks in classes, with 10.4 percent indicated that they had double shifts in their school so as to accommodate the growing number of pupils. The head teachers were asked to indicate how they ensured that there were adequate classrooms for the pupils, the majority of them (88.4%) indicated that they controlled admission while others indicated that they offered double shifts and availed new classrooms and teaching and learning resources. The head teacher should set up and follow proper management and administrative procedure so that all physical resources in the possession of the school can be utilised property, example the garden can be used for both learning and commercial purposes and should be maintained regularly. This will enable the pupils admitted to have resources to use. Hence effective supervision to retain all the pupils admitted in the school since the physical facilities are available for use when required. From this study when head teachers control admission meant that they only could enrol pupils who could use the available resources without putting pressure on both the physical facilities and the teachers in their schools.

Head teachers' approaches on absenteeism among pupils

For discipline and order to be realised, pupils' welfare must precede all other elements (Okut, 2005). Quality and effective learning in any institution is perceived by the person or the parties' interest in school life through effective learning and an all round positive results, which should take precedence over all

other factors. The head teacher bears full responsibility for all school discipline (Waweru, 2003). Hence the researcher sought to know from the teachers what approach the head teacher used to deal with absenteeism among pupils in the school. The results are as shown in Table 4.10.

Table 4.10 Approaches used by head teachers to deal with absenteeism in the schools

Approach	Frequency	Percent
Refer them to guidance and counseling	68	50.7
Discuss with the parents	25	18.7
Encourage use of dairies for communication	27	20.1
Provision of lunch	14	10.4
Total	134	100.0

The majority of the teachers (50.7%) indicated that the head teachers referred the absentee to the guidance and counselling departments in the schools. This helped in discovering the pupil problems and then the parents could be called to discuss the problem with the head teacher and the pupil. Other measures were; 20.1 percent of the teachers indicated that the head teachers encouraged the teachers to use dairies to communicate to the parents when there was a problem. This is a close method of communication whether the teacher and the parent can

communicate on the problems facing the pupil back at home and at school. At least 18.7 percent of the teachers indicated that the head teacher asked the pupil to bring in the parent and they could discuss the problem facing the pupils at home and at school for the cause of absenteeism. The rest at 10.4 percent indicated that the school provided lunch to avoid pupils' absenteeism. This would encourage more pupils to come to school since they could have at least one meal that they could not have at home.

4.5. Head teachers' communication strategies on retention in public primary schools

A head teacher in any given school is responsible for the day to day running of a school and its success in academic performance. The form and way of communication used in a given school will affect the way people interact, and it will have an impact on the general atmosphere of the school which in turn will affect the general quality of instruction that students receive, (Muyiera, 2002). The study wished to determine head teachers' communication strategies to control pupils' school attendance on enrolment and retention in public primary schools. The pupils were asked to indicate which days they attended assemblies. All the pupils indicated that in their schools assemblies were held on Mondays and Fridays. This was supported by the head teachers. Hence this shows that the head teachers used open communication strategies when communicating to pupils

during assemblies. The teachers were asked how many times in a term they held meetings with the head teachers. The results are as shown in Table 4.11.

Table 4.11 Number of times head teachers held meetings with teachers

Meetings	Frequency	Percent
Once a week	49	36.6
Once a term	85	63.4
Total	134	100.0

The majority of the teachers (63.4%) said that the number of times they held a meeting was once a term while 36.6 percent indicated that they held a meeting once a week with the head teachers. The pupils were asked to indicate which days of the week there was an assembly in their school. The majority of the pupils (70.0%) indicated that they attended assembly on Mondays and Fridays while 30.0percent held assemblies on Mondays, Wednesdays and Fridays in their schools. This was supported by the head teachers who also indicated that they held assemblies on Mondays and Fridays while others held on Mondays, Wednesdays and Fridays. This is when they are able to communicate to the pupils and teachers together. Communication between the head teacher and the school community is very important since it is here that head teachers can be able to solve problems amicably. Through communication all members in an educational organization are informed about what is to be done and how well they are

performing their various assigned tasks. Communication provides teachers and others with information which they require for making appropriate decisions.

4.6 Head teachers' motivation strategies on retention in public primary schools.

Motivation is essentially about what drives a person to work in particular way and with a given amount of effort and enthusiasm. This makes people willing to do their work in the best way they can and improve their performance. Hence the head teacher should motivate both the pupils and teachers to work hard in order to achieve good results (Armstrong, 2003). Hence this study sought to investigate the head teachers' motivation strategies on pupils and teachers in enhancing enrolment and retention in public primary schools. The pupils were asked what the head teachers do to reward those who performed well. The results are as shown in Table 4. 12.

Table 4.12 Pupils' responses on rewards for good performance in the exams by head teachers

Rewards	Frequency	Percent
Recognize them in front of others	54	30.0
Rewards using geometrical sets	54	30.0
Rewards using books	72	40.0
Rewards using pens and pencils	72	40.0
Rewards using badges for best pupils per subject	72	40.0

n=180

Most of the pupils (40%) said that they were rewarded with books, pens and pencils and were given badges for best pupils per subject. About 30.0 percent indicated that they were rewarded recognition in the assembly and were rewarded using geometrical sets. Rewarding motivates all the pupils to work extra hard so as to achieve their goals and also to get good grades. These findings agree with the teachers who indicated that the head teacher's commendation on pupils' performance encouraged others to work hard, rewarding the pupils with items of good monetary value and also rewarding them with medals helped other pupils to work harder in order to achieve their own medals.

The head teachers also indicated that they gave the students tokens and also acknowledged the best students during assembly. These made the pupils proud and also encouraged them to remain in school. This also made other pupils to work hard to achieve their own goals. For the pupil to be retained in school, the head teacher plays a role in enhancing the retention. The primary school head teacher needs to develop skills of leadership and management in order to motivate his teachers, pupils and the entire subordinate staff.

Rewarding of teachers

Teachers feel empowered and tend to have higher morale, when they have a voice in what happens to them. The head teacher should take advantage of this and involve teachers in decision making, stand behind them, acknowledge their expertise, have a teacher friendly timetable and assist them. The Kenya Education Staff Institute (KESI) outlined methods which a head teacher may use to create an atmosphere to motivation in schools (Shoen and Durand, 1976). With this in mind the teachers were asked to indicate how they were rewarded by their head teachers for performing their duties excellently. The results are as shown in Table 4.13.

Table 4.13 Head teacher's rewards to teachers

Rewards	Frequency	Percent
Rewarding them during prize giving days	65	48.5
Appreciating them	21	15.6
Praising them	21	15.6
No motivation	27	20.1
Total	134	100.0

About 48.5 percent of the teachers said that their head teachers rewarded them during prize giving day, while 15.6 percent indicated they were appreciated during meetings, were praised and 20.1 percent indicated that there was no form of motivation for the duties well performed. The head teachers indicated that they awarded them with letters of appreciation, bought them the right teaching and learning materials, participated personally in congratulating the teachers on behalf of the school, and understanding their individual strengths and weaknesses. From these findings it is clear that teachers get motivated when they are appreciated by the head teachers for work well done. This enables them to work even harder so that they can get good results. This then makes the pupils achieve good marks at end of the year when they sit for the KCPE. This also creates good working relations between the teachers and the head teachers. Motivation can be described as goal-directed behaviour.

Planning of the Time table

Planning of curriculum instruction include the timetable-organization. Timetables should be child-centred to ensure maximum learning opportunities. Timetables should provide a variety of activities with subjects spaced in a way that sustains the interest and motivation of learners. When the timetable is child centred it ensures that teachers will be available throughout when their lessons are scattered across the board. Hence the study sought to know from the teachers in which way the time table met their preferences. The results are as shown in Table 4.14.

Table 4.14 Preferences of teachers on timetabling

Preferences	Frequency	Percent
Proper planning	66	49.3
Teachers teach subjects they are good at	42	31.3
Well programmed timetable	28	20.8
Total	134	100.0

Almost half of the teachers (49.3%) indicated that the time table helped them for proper planning. The head teachers were asked to indicate the criteria used to prepare the school time table. The class allocation followed by subject allocation with teachers' preference was prioritized, this encouraged teachers to teach the subjects they were good at and this was done by the timetabling team / committee that had been appointed. From the results of the teachers proper planning of the timetable motivates them since they are able to work hard in their duties.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and the conclusions drawn from the findings of the study. Finally recommendations made from findings and suggestions for further research are presented

5.2 Summary of study

The purpose of this study was to investigate the strategies head teachers use to enhance internal efficiency in the provision of education in public primary schools in Embakasi district. The study sought to achieve the following objectives; to establish the head teachers' recruitment strategies on enrolment and retention of pupils in public primary schools; to examine the head teachers' supervision strategies to manage teaching and learning resources influencing enrolment and retention in public primary schools; to determine the head teachers' communication strategies to control pupils school attendance on enrolment and retention in public primary schools and to investigate the head teachers' motivation strategies on pupils and teachers in enhancing enrolment and retention in public primary schools.

Chapter two presented a review of literature related to the study. It was organized into the following sub-headings; head teachers strategies on recruitment of pupils

to enhance internal efficiency, school based factors (teaching and learning resources) influencing retention, pupils' characteristic factors (school attendance) influencing retention and motivation of teachers and pupils.

Chapter three outlined the research methodology to be used in the study. It described the research design, the target population for the study, sample size and sampling procedures, the research instruments, instrument validity, instrument reliability, instrument administration, data collection procedure and data analysis techniques. The study used a descriptive survey design. Purposive sampling technique was used to identify class seven and class eight pupils for the study. Out of the total population the researcher used simple random sampling to select 5 standard seven pupils and 5 standard eight pupils in each school totaling to 10 (ten) pupils hence the total population was 180 pupils.

In order to address the research objectives and research questions data was collected by use of questionnaires, focus group discussion guide (FDG) and an observation check list. A pilot study was carried out prior to the actual study. To test the reliability of the instruments test-retest method was used. Data was analyzed both qualitatively and quantitatively according to the study objectives.

5.3 Discussion of findings

i. Head teachers' recruitment strategies on enrolment and retention of pupils in public primary schools

The majority of the pupils (70%) were asked to do an interview before they were enrolled in their current school. Almost half of the teachers (48.5%) indicated that they used interviews/ oral questions during recruitment of students into their school. The majority of the teachers (59.0%) indicated that girls dropped out of school often. The majority of the head teachers (61.1%) indicated there was rampant drop out of pupils in classes 5-8. Most of the pupils (44.4%) indicated that the schools should have a child friendly environment. These findings show that the pupils and teachers were concerned of the well being of the pupils in school. This should encourage the head teachers to take all important measures to help retain the pupils in schools.

ii. Head teachers' supervision strategies to manage teaching and learning resources influencing enrolment and retention in public primary schools

The majority of the head teachers (59.0%) encouraged the teachers to offer remedial classes to pupils who performed poorly. Most teachers (43.3%) indicated that their head teachers were able to avail more desks in classes. The head teacher should set up and follow proper management and administrative procedures so that all physical resources in possession of the school can be utilised properly, for example the garden can be used for both learning and commercial purposes and

be maintained regularly. Half of the teachers (50.7%) indicated that the head teachers referred the absentees to the guidance and counselling teachers in their school. Guidance and counselling is built on principles which require that the counsellor deals with the personal world of the individual in order to help him or her understand his/her external world and deal with it accordingly. By the head teachers referring pupils to guidance and counselling teachers was supposed to help the pupils explain their problems and get help so that they could be retained in school.

iii. Head teachers' communication strategies to control pupils' school attendance on enrolment and retention in public primary schools

The majority of the teachers (63.4%) said that the number of times they held a meeting was once a term. Through communication all members in an educational organization are informed about what is to be done and how well they are performing their various assigned tasks. Thirdly communication provides a release for emotional expression of feelings and for fulfilment of social needs for teachers, students and other workers. An educational organization or a workgroup provides a primary source of the workers social interaction. Lastly, communication provides teachers and others with information which they require for making appropriate decisions.

iv. Head teachers' motivation strategies on pupils and teachers in enhancing enrolment and retention in public primary schools

Most of the pupils (40%) said that they were rewarded with books, pens, pencils, given badges of best pupils per subject. These findings agree with the teachers who indicated that the head teachers' commendation on pupil's performance encouraged others to work hard, rewarding the pupils with items of good monetary value and also rewarding them with medals helped other pupils to work hard in order to achieve their own medals.

The head teachers also indicated that reports from the best pupils were also acknowledged during assemblies. Slightly below half of the teachers (48.5%) said that their head teachers rewarded them during prize giving days. Slightly below half of the teachers (49.3%) indicated that the time table helped them for proper planning.

5.4 Conclusions

The study made the following conclusions

- i. The head teachers used both interviews and testing to recruit. These methods are commonly accepted although primary schools are expected to enrol all children of school going age without discrimination. Schools have to be all inclusive and cater for children with special needs so as to ensure that children can access school and be retained until completion of the education level thus enhancing internal efficiency.
- ii. Pupils who performed poorly were offered remedial classes. For those students who are absentees, guidance and counseling is offered. Guidance and counseling is built on principles which require that the counselor deals with the personal world of individual in order to help him or her external world. This was a way of ensuring retention in schools.
- iii. The head teachers held assemblies twice a day and teachers and head teachers met once a term. Communication is important since one is made aware of what is expected of them hence they will be motivated because they are able to understand what they are supposed to deliver. A school is a source of social interaction.

- iv. The pupils were rewarded with tokens by the head teachers. The teachers and head teachers' commendation on pupils' performance encouraged the pupils to work hard. The motivation is essential since it drives a person to work in particular way and with a given amount of effort and enthusiasm

5.5 Recommendations

The following recommendations are made from the study

- i. The head teachers should enrol all children of school going age without discrimination. The reasons for the pupils dropping out of school were poverty, drug abuse and negligence from both the parents/ guardians.
- ii. The head teachers should encourage remedial classes. Guidance and counselling should be offered in all schools, this will encourage the pupils to open up and talk about their problems back at home. This will also curb the rampant drop out and help the pupils be retained to complete until class eight.
- iii. The head teacher should use community strategies effectively in order to encourage more pupils to be retained in school. With effective communication then pupils can always have someone to talk to especially the head teacher when they have a problem.

- iv. The head teachers should motivate their pupils and teachers, to help them work hard for a common goal. Hence fewer pupils will drop out of school

5.6 Suggestions for further research

The following are suggestions for further research

- i. A similar study should be carried out on the head teachers' strategies in enhancing internal efficiency in the provision of education in public primary schools in order to generalize the results for other areas.
- ii. A study on external and internal factors affecting pupils to drop out of school should be carried out in this area so as to establish how to curb drop out in the area.
- iii. This study was conducted in only one district future researches could extend it to other districts in Nairobi County.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND PLANNING,
P.O. BOX 30197, NAIROBI.

THE HEAD TEACHER.....
SCHOOL

Dear Sir /Madam.

RE: PARTICIPATION IN RESEARCH PROJECT

I am a post graduate student at the Faculty of Education, university of Nairobi. I am currently working on a research project on “**Head teachers’ strategies on internal efficiency in provision of education in public primary schools in Embakasi district.**” Your school has been chosen to take part in the study. This letter is to kindly request for your permission to collect data in your institution. I hereby request you to respond to the questionnaire items as honestly as possible. The questionnaire is designed for this research purpose only, therefore the information you provide will be treated with high confidentiality.

Thank you in advance.

Yours sincerely,

Muinde Everlyn Mwikali.

MEd Student

APPENDIX B: HEAD TEACHERS' QUESTIONNAIRE.

This questionnaire is aimed at collecting data on the head teachers' strategies influencing internal efficiency in the provision of education in public primary schools. The information you provide will be treated with utmost confidence and is only meant for academic purpose.

Section A: Enrolment and Retention Factors.

Please answer all questions to the best of your knowledge.

1) For how long have you been a head teacher?

Less than 5 years () 6-10 years ()

11-20 years () Over 20 years ()

2) In which level is the problem of school dropout most experienced?

Lower pre-class 1-4 () Upper pre-class 5-8 ()

Same for both lower and upper primary ()

3) What do you think is the problem for the dropout?

.....
.....

4) Which strategy do you use to encourage retention of pupils in your school?

.....
.....

5) How do you admit pupils into your school?

.....
.....

6) Who assists you in recruiting the pupils?

.....
.....

Section B: School Based and Pupil Characteristic Factors

7) How often do you hold assemblies in your school?

Every day () Mondays, Wednesdays and Fridays ()

Mondays and Fridays ()

8) How do you advise your pupils on academic performance?

.....
.....

9) What do you do to pupils who don't show progress in class?

.....
.....

10) How do you ensure that there are adequate classrooms for the pupils?

.....
.....

11) Which approach do you apply to ensure that children with disabilities are accommodated?

.....
.....
12) How do you ensure that your school has enough teachers?

.....
.....
13) Which approach do you use to ensure that teachers are trained on special needs education?

.....
.....
Section C: Motivation factors Enhancing Internal Efficiency

14) Which methods do you apply to reward pupils who excel in exams?

.....
15) How do you support your teachers to perform well in their duties?

.....
16) What criteria do you apply to reward your teachers?

.....
17) which criteria do you follow when preparing the school timetable?

.....
Thank you for your cooperation

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed for the purpose of collecting data on head teachers' recruitment, supervision, communication and motivation strategies enhancing internal efficiency in the provision of education in primary schools in Embakasi district. The information you provide will be treated with confidentiality and is only for academic purposes. Please respond to all the items as appropriately as possible.

Section A: Enrolment and retention

1) For how long have you served in the current school?

Below 5 years () 6-10 years () 11-15 years ()

Over 15 years ()

2) Which gender has been dropping out of school?

Boys () Girls ()

3) How does the head teacher deal with pupils who perform poorly in examinations?

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

4) How do you assist the head teacher in the recruitment process of pupils?

.....
.....

Section B: School-based factors and pupil characteristic factors

5) What does the head teacher do to ensure accommodation of the large number of pupils in the school?

.....
.....

6) What has the head teacher done to provide facilities for the children with special needs in the school?

.....
.....

7) Which ways does the head teacher ensure that more teachers are trained on special needs education?

.....
.....

8) How often does the head teacher hold meetings with teachers?

Every day () Once a week () Once a term ()

9) What approach does the head teacher use to deal with absenteeism in the school?

.....
.....

Section C: Motivation factors

10) Which approach does the head teacher adopt to reward pupils who perform well in exams?

.....
.....

11) How does the head teacher reward teachers who show excellence in their duties?

.....
.....

12) Which criteria does the head teacher apply to reward teachers?

.....
.....

13) What approach is put in place to assist those pupils who don't perform well in exams?

.....
.....

14) In which way does the timetable meet your preferences?

.....
.....

Thank you for your cooperation

APPENDIX D: PUPILS FOCUS DISCUSSION GUIDE

1) Which are the things you were required to do before you joined this school?

.....
.....

2a) How often do you do exams in the school?

.....

b) What does the head teacher do to those pupils who perform well in the exams?

.....

3) Which days do you go for assemblies?

.....
.....

4) What does the head teacher do to pupils who seem not to like school?

.....
.....

5) What does the head teacher do to ensure that there enough class rooms for all the pupils?

.....

6) What happens during school open days?

.....

Thank you for your cooperation

APPENDIX E: OBSERVATION CHECK LIST

Date Name of school.....

Facility	Number	Available and adequate	Available but inadequate	Not available
Classrooms				
Desks				
Library (s)				
Toilets				
Special needs facilities				
Textbooks				
Exercise books				
Playground				

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APPENDIX F: RESEARCH AUTHORIZATION
REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
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P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

13th May, 2011

Date:

When replying please quote
NCST/RR/12/1/SS-011/616

Our Ref:

Everlyn Mwikali Muinde
University of Nairobi
P.O Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Headteachers' strategies in enhancing internal efficiency in public primary schools in Embakasi District"** I am pleased to inform you that you have been authorized to undertake research in **Embakasi District** for a period ending **31st July,, 2011**.

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

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Embakasi District

The District Education Officer
Embakasi District

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