HEAD TEACHERS’ ROLE IN CURBING PUPILS’ DROP-OUTS IN PUBLIC PRIMARY SCHOOLS, NKOENE DIVISION IMENTI- SOUTH DISTRICT, MERU COUNTY, KENYA

BY

MWANGI BENADETTE WAIRIMU

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A RESEARCH PROJECT REPORT SUBMITTED TO THE SCHOOL OF EDUCATION DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION OF KENYATTA UNIVERSITY

NOVEMBER, 2014
DECLARATION

This is my original work and has not been submitted for award of degree or any other study program in any other University.

________________________  _______________________
Signature               Date

MWANGI BENADETTE WAIRIMU,

E55/CE/27112/2011

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

________________________  _______________________
Signature               Date

PROFESSOR J. OLEMBO,

Professor,

Department of Educational management,

Policy and curriculum studies,

Kenyatta University.

________________________  _______________________
Signature               Date

DR. M. OGOLA

Lecturer,

Department of Educational management,

Policy and curriculum studies,

Kenyatta University.
DEDICATION

This work is dedicated to my husband Johnson Mburu and my two children Maurine and Millicent.
ACKNOWLEDGEMENT

I am grateful to God Almighty from where I draw my strength, intellect and inspiration. I wish to acknowledge the following people for their unwavering and inspiring efforts and support in ensuring my completion of the project. This work would not have been completed without the advice, counsel, and patience accorded to me by my supervisors Prof. J.O. Olembo and Dr. Martin Ogola of Kenyatta University, Mr. Gitonga Mukunga, head teacher Mitunguu primary school who supported me during the time of writing this project. My sincere heartfelt gratitude goes to my husband Johnson Mburu and our children Maurine and Millicent who were very inspirational, supportive and understanding during the course of my studies.
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**ABBREVIATIONS AND ACRONYMS**

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<td>District Education Officer</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>PPPs</td>
<td>Public-Private Partnerships</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

The study was on head teachers’ role in curbing pupils’ drop-outs in public primary schools, in Nkuene Division Imenti-South District, Meru County, in Kenya. Head teachers are the fulcrum that determines whether any school initiative tips towards success or failure and that quality education forms every aspect of school reform which includes supervision of teachers and pupils, administration of school discipline, motivation, guidance and counseling of pupils to curb drop-outs. Education is considered the route to economic prosperity, key to scientific and technological advancement, means to combat unemployment and spearhead of political socialization and cultural diversity. Leadership is central to effective management of educational institutions, managing teams of people and creating appropriate structures. The study was based on leadership theory put forward by an Australian psychologist, who drew attention to the dynamics of leadership and how they influence processes as they impact on the work of different groups. Gibbs suggested leadership should not be viewed as monopoly of individual but as shared functions among individuals. Success of any school depends on the leadership role of the head teacher. Enrollment and sustenance of learners in school depends on methods the head teacher employs to supervise teaching and learning as well as maintaining highly motivated teachers and learners. The study reviewed literature on the roles the head teachers play in supervision of teaching, administration of discipline, motivation of pupils and guidance and counseling in their schools. In this study qualitative and quantitative method using descriptive survey research design were used to collect data from sampled respondents. The study targeted 26 head teachers and 245 teachers. The study used census for 26 head teachers, 61 teachers using simple random sampling and Area Education Officer was purposively selected. The Questionnaires were distributed to the respondents and collected at convenience of the respondents. Data were analyzed using statistical package for social sciences (SPSS) and information presented using frequency tables, charts and graphs. The study findings established that drop-out was prevalent but declining gradually. Every school should adopt measures that are appropriate for their situation and ensure dropout rate is tending towards zero. Recommendations were made based on the findings of the study. These included: Head teachers should make use of discipline committees to identify pupil friendly punishments, establish appropriate motivation methods such as rewarding academic achievements for pupils to maintain their interest in school, ensure teachers offering guidance and counseling services are trained to assist pupils remain in school and the ministry of education to enforce the use of ministry policy guideline in curbing drop-out in every public primary school. The study suggested further areas for study such as influence of the teaching and learning environments on drop-out in public primary schools, factors influencing drop-outs and the competency of head teachers in managing the drop-out problem in public primary schools. The findings from the study are important to policy makers on various methods that can be employed to curb drop-outs. The study informs education stakeholders on the important role played by head teachers in curbing pupils’ drop-out in public primary schools in Kenya.
CHAPTER ONE

1.0 Introduction

This study was carried out with intention to establish head teachers role in curbing pupils’ drop-out. Researcher reviewed background of the study and used statement of the problem, the purpose, the objectives, research questions, assumptions, limitations, significance, theoretical and conceptual to ascertain the findings.

1.1 Background of the Study

Investing in education is widely recognized as a key component for a country’s development. An increase in the quantity and quality of education provided is associated with a wide range of benefits including increased productivity, reduced poverty and inequality of income, and improved health and economic growth (Lockheed et al. 2001). According to Pscharopolos (1989), education is considered the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality, equal wealth distribution, and the spearhead of political socialization and cultural diversity.

Education is also seen as defining and guiding cultural, economic and political dynamics and generational developmental imperative of societies (Okech and Abagi, 1997). It is crucial for countries to give top priority to primary education as a form of investment in human resource. This has been indicated by the Figure 1.1.
Leadership is central for effective management of educational institutions and is about managing teams, creating appropriate structures and being concerned with the people (Davies, 1991). Leadership is a force in the sense that it initiates action towards common goals among people. Leadership involves accomplishing goals with and through people. That is, in a certain situation and at a certain time, an individual may attempt to influence the behavior of someone else. As leaders, head teachers are expected to influence the behaviors of pupils and staff among other stakeholders, in order to achieve the objectives and goals of their schools (Barasa and Ngugi, 1990). One of the factors influencing
school effectiveness is the nature and quality of leadership and management provided by head teachers of public primary schools. At the very least, head teachers should be able to manage and deploy school resources efficiently, guide curriculum implementation and change, and create professional ethos within the schools by involving teachers and other stakeholders in decision-making (Commonwealth Secretariat, 1997).

However, the benefits of education will be fully realized if the learners enrolled in the schooling system are able to progress, complete and transit to the subsequent levels. This can only be attained within a schooling system with efficient conscious administration. The inputs into the education system include the pupils, teachers, furniture, equipment as well as finance and time, while the output comprises the pupils’ who graduate at the end of the system (Adeyemi, 2004). This agreed with the view point of Adu (2010) who reported that the more internally efficient the educational system is, the less it requires fulfilling its objectives. Supporting this argument, Olubor (2004) reiterated that the output produced from a given quantity of inputs could be increased or kept at the same level even when input level is reduced. As such, the internal efficiency of a school system is the relationship of outputs (graduates) to its inputs (resources). This argument supported the view point of Afolabi (2006) who reported that internal efficiency is the extent of the school system to minimize input and increase output.

Researchers have identified the student flow model in the school system as consisting of the promotion rate, repetition rate and drop-out rate as indicators of internal efficiency of a system (Akintayo and Adeola, 1993)). They argued that promotion rate is the rate at which pupils are promoted from one class to another in a cohort in a given year while
repetition rate is the rate at which pupils repeat classes in a cohort of pupils in a school system. In the cohort, repetition and drop-out constitute wastage in the system. In an ideal situation, pupils should normally spend 8 years in Kenyan primary schools.

The school administrators in Kenyan basic education systems are the head teachers, their deputies and the senior teachers. They are responsible of ensuring efficient use of inputs by coordinating the implementation of the learning curriculum and use of available teaching and learning resources. It is important for the head teacher to supervise the curriculum implementation and provide effective advice on program that will improve teaching and learning in schools (MOE and HR, 1999). This is by identifying specific curriculum needs and preparation of a supervisory plan that would promote teacher/pupil achievement. The head teacher is responsible for ensuring syllabus coverage, and establishing and maintaining the quality of teaching/learning. It is important for the head teacher and staff to measure teaching and learning achievement by means of agreed performance indicators. These include success rates in Kenya Certificate of Primary Education (KCPE), local examinations; low repetition and drop-out rates, among others (MOE and HR, 1999). For the smooth and effective running of a school the head teacher needs to gain the support and commitment of teaching staff. Head teachers should motivate and encourage all staff to feel they are part of a team with a common mission. Head teachers should ensure that the teaching staff has an opportunity to develop personal and professional skills for effective teaching and learning (MOE and HR, 1999). In addition they maintain the learners’ discipline, motivating them to learn as well as guiding and counseling them.
One way of improving the number of children attending secondary school is to reduce the drop-out of those enrolled in primary school and ensuring children are able to complete this level of education. While enrolment rates for primary school reached over 80% in Kenya, the level of drop-out remains a problem with a drop-out rate of around 16% (MoEST, 2012). According to EFA Global Monitoring Report (2012), Kenya is one of the countries where the primary enrollment has significantly increased but a close look reveals that primary education has had internal efficiency problems, such as the high wastage because of low completion and high repetition rates. Every year, about 10% of pupils from each class fail to move on to the next, resulting in the high cumulative loss experienced by Standard 8. As indicated in table in table 1.1and 1.2, Nkuene division in Imenti-South District Meru County in Kenya, this problem of pupils dropping out of school before completing their studies in primary education has been prevalent, hence raising concern of educationists.
Table 1.1 A Comparison of Enrolment of pupils in Standard 1 (2003—2005) and completion of Standard 8 (2010—2012) in Nkuene Division

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<td>Muguru</td>
<td>38</td>
<td>20</td>
<td>71</td>
<td>14</td>
<td>68</td>
<td>09</td>
</tr>
<tr>
<td>Gitara</td>
<td>19</td>
<td>05</td>
<td>18</td>
<td>10</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Mheti</td>
<td>18</td>
<td>-</td>
<td>41</td>
<td>15</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>Nitungu</td>
<td>02</td>
<td>-</td>
<td>06</td>
<td>-</td>
<td>09</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>1207</td>
<td>784</td>
<td>1590</td>
<td>768</td>
<td>1525</td>
<td>678</td>
</tr>
</tbody>
</table>

Source D.E.O office Imenti South District
Table 1.2 Percentage Drop-outs in Nkuene Division

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total drop-outs</td>
<td>423</td>
<td>822</td>
<td>847</td>
</tr>
<tr>
<td>Percentage drop-out</td>
<td>35.04</td>
<td>51.7</td>
<td>55.5</td>
</tr>
</tbody>
</table>

Source: DEO Office Imenti-South District.

Table 1.1 shows that in 2003-2010, 1207 pupils were enrolled in standard one class and only 784 pupils completed class eight and 423 were not accounted for representing 35.04% wastage. In 2004-2011, 1590 pupils enrolled in standard one and 768 completed standard eight, leaving 822 out of the system representing 51.7% drop-out. In 2005-2012, 1525 pupils enrolled in standard one and 678 completed standard eight, leaving 847 out of the system which is more than half (55.5%) of those enrolled initially. This shows that levels of drop-out are quite high in Nkuene division hence the need for this study to establish the role of head teachers in curbing drop-out in public primary schools.

1.2 Statement of the Problem

The education system in the republic of Kenya experiences high wastage as a result of repetition and drop-out rates. Nkuene which is one of the divisions in Kenya has not been spared from this problem. Between 2003 and 2005, 4322 pupils were enrolled in standard one. These learners were expected to complete standard eight between 2010 and 2012, however out of these only 2230 were able to complete leaving 2092 pupils unaccounted for representing 48.40% wastage. This study was motivated by the growing concern by various stake-holders about the persistence of wastage in the education system in Nkuene division in Imenti south district, Meru County in Kenya.
1.3 The Purpose of the Study

The purpose of the study was to establish the role of head teachers in curbing drop-outs as one of the sources of wastage in public primary schools in Nkuene division, Imenti-South District, Meru County in Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

i. Establish how head teachers use supervision of teaching and learning activities in public primary schools to curb drop-out in Nkuene division in Imenti-South district.

ii. Determine how administration of discipline among pupils by head teachers curbs drop-outs.

iii. Establish if motivation of pupils by head teachers curbs drop-outs.

iv. Determine if guidance and counseling of pupils by head teachers curbs drop-outs.

1.5 Research Questions

The study sought to answer the following research questions:

i. What do head teachers do to supervise teaching and learning activities in order to curb drop-outs in public primary schools in Nkuene division in Imenti-South District?
ii. What do the head teachers do to administer discipline among pupils to curb drop-outs in public primary schools?

iii. What do head teachers do to motivate pupils to curb drop-outs in public primary schools?

iv. What do head teachers do so that guidance and counseling helps in curbing drop-outs?

1.6 Assumptions of the Study

The study assumed the following:

i. That the data obtained from the respondents were accurate and formed the basis of the findings for this study.

ii. That pupil face similar circumstances in general at school as they undergo their studies in the division since they followed guidelines given by Kenya’s MoEST.

iii. That all the respondents were co-operative and provided reliable responses.

iv. That management styles in public primary schools contribute to school drop-outs among the pupils.

1.7 Limitations of the Study

It was not possible to control the attitudes of the respondents and that could affect the validity of the responses, because respondents may have given socially acceptable answers to please the researcher. The study did not adequately measure all the roles head teachers play to curb drop-outs because there may be other factors that influence pupils’
drop-out which were beyond the scope of the study. Some respondents may have been afraid to reveal information they consider intimate to them.

1.8 Delimitation of the Study

The study only covered public Primary Schools in Nkuene division. The study focused on the head teachers, teachers and the Area Education Officer of public primary schools as the respondents. It was not in the interest of the study to assess the roles of parents, SMC and administrators such as chiefs and assistant chiefs in curbing drop-outs in public primary schools. Private primary schools were left out because their enrolments are determined by affordability of the parents.

1.9 The Significance of the Study

The study was built upon the existing knowledge on the challenges that pupils face which interfere with progression from one class to another and make them drop-out of school. The findings shed some light on the possible solution to the problem under investigation and assisted in suggesting administrative measures to address drop-out problem. The findings of this study can be used as references and a bench mark for future studies on similar or related fields.

1.10 Theoretical Frame Work

This study was based on leadership theory put forward by Gibbs (1954). He was an Australian psychologist, who drew attention to the dynamics of influence processes as they impact on the work of different groups. He used the term distributed leadership for the first time. Gibbs suggests that leadership should not be viewed as the monopoly of the individual but rather as shared functions among individuals. The belief that leadership is
best considered a group quality has gradually gained widespread acceptance in the field of education (Harris and Hopkins, 2007). A review of the educational administration literature suggests that the concept of distributed leadership has been embraced with enthusiasm by educational researchers and scholars (Halverson and Diamond, 2004). In organizations, both formal and informal groups are believed to constantly interact, resulting in shared patterns of communication, learning and action. In this context, distributed leadership emerges as a shared practice by individuals seeking to address organizational issues and problems. At the school, teachers may be considered to engage in distributed leadership practice when, for instance, they collaborate in day to day supervision of their school. A distributed perspective can be viewed as a conceptual framework for investigating school leadership and management. In this framework, leadership practice is the outcome of the interaction of school leaders, followers, and their situations (Spillane, Hunt and Healy, 2008), who in this case include the head teacher, deputy head teacher, the senior teacher, teachers, school management committees and the parents. Consequently, the distributed view of leadership is responsible from a shift of focus in that the emphasis is no longer on school head teachers and other formal and informal leaders but on a web of stakeholders and their situations (Spillane & Diamond, 2007). Gronn (2002) suggests that the distributed perspective introduces a dynamic understanding of leadership according to which leadership is no longer individually conceived and argues against traditional approaches of leadership based on the assumption of the superiority of the leader and the dependence of followers on leaders. Hence the role of the head teacher is to provide leadership among the stakeholders in order to ensure the smooth running of the school and curb drop-outs.
1.11 Conceptual Framework

![Diagram of conceptual framework]

**Independent variables**

- Supervision of teaching and learning activities
- Administration of pupils’ discipline
- Pupils’ motivation
- Guidance and counselling

**Intervening variable**

- Pupils’ attitude towards education

**Dependent variable**

- Curbed drop-outs as indicated by improved progression and completion of primary education

**Figure 1.2: Interaction between Inputs and Outputs in the Education System**

**Source: Researcher, (2014)**

The research used input and output process in that, the independent variables are the inputs and dependent variable is the output. The independent variables are supervision of teaching and learning, pupils discipline, pupil’s motivation and guidance and counseling. The attitude of the pupils towards education was treated as the intervening variable in the study because the researcher was not able to control it. The dependent variable was the curbing drop-out from the system.
1.12 Operational Definition of Terms

**Administration** - The process of running day to day activities of a school in order to achieve educational goals and objectives.

**Cohort**: A group of pupils as they are traced from their year of enrolment through the subsequent years to the terminal year of the cycle.

**Drop-out**: Refers to a pupil who leaves school before completing the designated eight years primary school cycle.

**Education Wastage**: This term refers to the incident of drop-out and repetition. In this study it refers to situation where a pupil leaves school at a terminal point after enrolment in a given class at the beginning of the year.

**Enrolment**: Refers to the number of pupils registered in a school at a given time

**Head teacher** - Refers to the person in charge of administration in a primary school.

**Motivation** – It’s the process of encouraging pupils to remain interested in learning in a school set-up.

**Pupil** - A learner receiving instructions in a primary school

**Repetition**: Refers to pupils who spend more than one year in a given level of education.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter explored the roles of head teachers in curbing drop-outs in public primary schools in Nkuene division, Imenti-South district Meru County in Kenya in relation to literature available by other scholars. Information was presented under the following sub-headings: supervision of teaching and learning processes, administration of pupils discipline, pupils’ motivation, guidance and counselling and the summary of literature reviewed.

2.2 Roles of Head Teachers

The head teachers’ roles are varied within an educational setting. The key functional word that describes well the head teacher is that of a manager and a leader in educational dimensions. Okumbe (1999) separates managerial functions into four areas of planning, organizing, motivating, and controlling. Although the role of the head teachers as instructional leader is very vital in developing an effective school, head teachers cannot be effective instructional leaders if they are not good managers. Fullan (2001) argues that, the head teacher’s job is to ensure that essential things get done, not to do it all by themselves. They are constantly pulled into events in the school life such as answering calls, meeting parents, resolving disputes, attending meetings, while at the same time being implementer or overseer of major educational practices such as supervision of school curriculum implementation, administration of school discipline, motivating pupils and provision of guidance and counseling (Kirui, 2010).
2.3 Supervision of Teaching and Learning Processes to Curb Drop-outs.

The role of a head teacher in instructional supervision in teaching process in a school includes learning, communicating, influencing situation and persons, delegation and monitoring the teaching staff. According to Olembo and Ross (2002) planning is the process of providing specification of future events that are set ahead of time. This is where the objectives, policies and procedures of a school are set. The head teacher provides leadership to the staff in order to translate generally agreed upon goals into specific objectives and programs. The head teacher assumes the responsibility of ensuring that the objectives of the school are clarified, understood and accepted.

Head teachers are uniquely placed to look across the whole school for the purpose of judging its strengths and weaknesses, spotting problem, drawing attention to work of distinction and aspect of work that call for improvement. Clarke, (2007) says head teachers should devote their time to the development of instruction programs, visit classrooms to check on the implementation of such programs and that they should confer with the teachers after such visit about ways to improve teaching of such programs. Head teachers need to monitor the standard being achieved by their pupils. They should develop and implement strategies for the systematic monitoring of the curriculum strengths and weaknesses and the quality of teaching and learning.

Teachers’ attitudes towards their work and pupils, their classroom management and their interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils, particularly girls. Classroom observations in Kenya indicate that there are cases where teachers’ negative attitudes push pupils, especially
girls, out of school. These pupils are sometimes neglected, abused, mis-handled, and sent out of class during teaching-learning periods. This atmosphere is not conducive to learning and makes some children hate school. An obvious result of all this are absenteeism, poor performance, and non-completion of the education cycle. Available surveys and case studies show that sexual harassment and pregnancies are posing a great threat to girl’s participation and retention in education (Wamahiu, 2005). Men teachers and some women teachers have been identified as the main culprits in perpetrating sexual harassment. There are cases where girls’ pupils are forced or induced into engaging in sex. Reports by the Forum for African Women Educationalist (FAWE) indicate that more than 12,000 girls drop-out of Kenya’s schools yearly due to pregnancy. Such a hostile environment has two negative effects: it discourages parents from sending their daughters to or pulling them out of school and pupils lose interest in education and, if pregnant, are kicked out of the school system altogether.

Recent research using national samples from thirteen sub-Saharan African countries from the 1990s and 2000s allows comparisons of enrolments over time (Lewin and Sabates 2011). This analysis shows that though overall participation has increased, the chances of the children from the poorest households enrolling and progressing through school relative to the richest households have generally not improved substantially. In some case they have deteriorated. Poorer children are more likely to be over-age and unlikely to complete schooling especially if they are girls. Girls are more likely to be out of school than boys in most of the Francophone countries but not in most of the Anglophone countries. Rural children remain more likely to be over-age (Lewin and Sabates, 2011). Reductions in the number of children out of school have occurred but this has often been
accompanied by an increase in the proportion of children over-age for the grade in which they are enrolled.

2.4 Administration of Discipline to Pupils in Curbing Drop-outs

The word discipline refers to what educators do to assist learners to behave appropriately in classroom situations. The root word of discipline is disciple, means follower. Thus, Rossouw (2003) maintains that when educators discipline learners they are making disciples (or disciplined persons). In this sense discipline is regarded as training that develops self-control. For this reason discipline must always be prospective directed at the development of the adult of the future (Oosthuizen, 1998). Thus discipline is about positive behavior management aimed at promoting appropriate behavior and developing self-discipline and self-control in learners (Squelch, 2000). Different scholars concur that it is difficult to quantify the degree of contribution of the school and society inculcating discipline or otherwise indiscipline to the learner. However, it’s apparent that the school plays a critical role in educating (facilitating acquisition and development of desired knowledge, skills and attitudes) to the learner through the school curriculum. In the school context the Head Teachers Manual (2005) emphasis is made very clear that the head teacher bears the ultimate responsibility for all school discipline.

As the Heads Manual put it, the head teacher is responsible for school discipline because the smooth running of a disciplinary system depends on a well-defined basic policy established by the consultation with the staff. This policy must be enforced fairly and consistently by all persons in authority. To this extent, a head teacher becomes a cause of indiscipline if he or she is ineffective in his or her entire leadership and managerial roles.
A head teacher who fails to consult intensively at different levels and forums with his or her student, staff, guardians, P.T.A and B.O.M on the establishment and enforcement of school rules and regulations will be promoting indiscipline in the school. Olembo and Cameron (1996) recommend that the head teacher should make sure that all teachers know exactly what punishment to give to a pupil, for what reasons and the procedure they should follow. A school should have a punishment policy and head teacher should ensure consistency in checking indiscipline among pupils.

According to Grossnickle and Sesko (2000), discipline should be achieved by training the mind and character so that the individual is guided to make a reasonable decision in a responsible manner and to co-exist with others in the society. Good discipline should lead to obedient, self-control and the development of attitude of corporation and being accountable for one’s behavior and action. The personality, behavior, appearance, conduct and mannerism of head teacher will determine school discipline.

Suspensions for poor attendance, truancy, and tardiness exacerbate withdrawal behaviour and help convince pupils that they do not belong to the school. The more school missed, voluntarily or involuntarily, the less learning takes place, the farther behind a student becomes, and the greater the likelihood of leaving school. Romo and Falbo (1997) recommend that policies be revised so schools make it hard for pupil to drop out and easy for them to return to school. Kombo (2006) on the issue of wastage identifies that in Kenya drop-outs is significantly high among low income families. Among many factors that contribute to students dropping out of school system, poverty is the major cause. Lack of parental economic stability leads some children to absent themselves from school
to search for food and offer labour in such enterprises as tea and coffee picking, quarries, soap and stone industries, sand harvesting, hawking and house-help.

According to UNESCO (2005) girls from poor families have at times been pulled out and married off or employed as domestic workers to ensure financial support to their families. In many developing countries like Kenya child labour is a major obstacle both to providing universal access to schooling and to reducing school wastage. According to UNESCO (1998) child labour, absenteeism from school feed from each other. Mathooko (2009) points out that the government of Kenya continues to address issues of access, retention, equity, quality and relevance as well as internal and external efficiencies of education system. Pupils are being lured out of school particularly to engage in business. Pupils who feel inadequate in class are not able to cope in terms of performance are usually the first to drop-out. By failing to complete education within minimum time and failing to achieve good grades, social cost of education increases without necessarily increasing the social benefit. The low internal efficiency of education system simply implies more wastage and increased cost of education.

2.5 Motivation of Pupils in Curbing Drop-outs

According to Slavin (2006), motivation is what gets one going, keeps one going, and determines where one is to go. Motivation is one of the factors that contribute to academic success. It is important for both parents and educators to understand why promoting and encouraging academic motivation, from an early age is very important. Motivation is crucial to pupil’s academic success at any age. Because pupils form self-concepts, values, and beliefs about their abilities at a young age, the development of early
academic motivation has significant implication for later academic careers. A great deal of research has found that pupils high in academic motivation are more likely to have increased levels of academic achievement and have lower drop-out rates (Blank, 2012).

The overloaded 8-4-4 curriculum is one of the factors which affect pupils’ participation in school negatively (Brock and Commish, 2001; World Bank, 2002). The pressure under which pupils in primary schools work is a lot, in that they are taught 13 subjects, nine of which are examined at the end of Standard 8, stay in school from 7 a.m. to 5 or 6 p.m., and have short holidays. These burdens have reduced children’s playing time, and affected their motivation for learning (Abagi, 1997; Sifuna, 1997). The consequences are that their performance deteriorates. In the process, some children give up on education and, in the long run, drop-out of school.

Teachers’ attitudes towards their work, classroom management and their interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils, particularly girls. Few classroom observations in Kenya indicate that there are cases where teachers’ negative attitudes push pupils, especially girls, out of school. These pupils are sometimes neglected, abused, mis-handled, and sent out of class during teaching learning periods. This atmosphere is not conducive to learning and makes some children hate school. An obvious result of all this are absenteeism, poor performance, and non-completion of the education cycle (Abagi, 1997).

2.6 The Role of Guidance and Counseling in Curbing Pupils Drop-out

Rutondoki (2000) states that complete guidance and counseling services should be continuous beginning when pupils enter school and should carry those pupils into adult
life. Guidance and counseling, studies individual pupils in order to discover the abilities, interests and needs thereby helping them to make effective adjustments to school life and to give shape to their future plans Migel, (2003). Ongoma and Silsi, (2008), states that guidance and counseling should address personal, social, vocational and educational needs of learners. Educational guidance and counseling provides information about education opportunities beyond school, promotion on achievements, learning strategies and test taking skills. Management of people in the school context involves the skillful control and guidance of pupils in order to achieve the school's desired outcomes. The head teacher plays an important role in this respect (MOE and HR, 1999).

Pupils are the key stakeholders within the school. Managing them effectively is important in the overall management of the school. The establishment of an effective and efficient guidance and counseling program is one way in which the head teacher can manage the pupils smoothly. It is the responsibility of the head teacher to ensure that the guidance and counseling services are offered to the pupils. Each school should establish a guidance and counseling (G &C) committee headed by a teacher appointed by the head teacher. The committee should be gender-sensitive and embrace sufficient members to make it a tool the head teacher can use to manage pupils effectively. Where possible, the guidance and counseling committee members should be trained in counseling skills (MOE and HR, 1999). The job of the guidance and counseling committee is of utmost importance within the modern school scenario and as such, the committee must lead by example. The members of the committee must uphold the highest standards of personal dignity. A misbehaved counselor cannot be a role model and lacks the moral authority to advise students to change their wayward ways if he/she cannot stick to exemplary principles.
Unlike other departments, guidance and counseling goes beyond academics, beyond passing exams and beyond the school environment, the very foundation of building responsible members of the society (Ongoma and Silsi, 2008). Head teachers, staff and pupils should see guidance and counseling as a positive means of correcting and improving the behavior/conduct of the pupils. With an effective guidance and counseling committee in school, there would be no need for punitive measures such as caning, kneeling down for long hours, cutting grass or digging the school garden during class hours. The committee can instill a sense of responsibility in the pupils as early as possible to help them develop a positive attitude towards learning and their teachers (MOE and HR, 1999).

One aspect of school effectiveness is the extent to which head teacher introduces and manages a program of guidance and counseling of the children. This involves ensuring good relationships between teachers and pupils, meeting the needs of individual pupils and working with all teachers to create a generally caring atmosphere. For effective guidance and counseling, the head teacher should note the need for effective organizational structures in the school and the need for effective communication. The school organization structure and procedures should ensure the effective care of the pupils (Commonwealth Secretariat, 1997).

Ambajo (1997) found out that a combination of low parental level of education, low income and large family sizes catalyzed low participation among pupils in primary education. Poverty breeds poor health and malnutrition. This in turn leads to low school enrolment, absenteeism, irregular attendance, poor classroom performance and early
school drop-out as reflected in the world declaration on education for all. Poor parent
cannot take care of medical need of their children.

2.7 Summary of Literature Reviewed

This chapter has the literature reviewed focusing on the roles of head teachers in curbing
drop outs in public primary schools in Kenya. The view held by most scholars showed
that there was a relationship between supervision of learning activities in schools,
administration of discipline, motivation of pupils and guidance and counseling in curbing
pupils drop-out. There was therefore need to carry out research to establish the roles the
head teachers play in curbing pupils’ drop-out in public primary schools in Nkuene
division in Imenti South district in Kenya. This study sought to fill the following gaps:

- Assess the impact of using directive, non-directives and collaborative supervision
  in curbing drop-outs in primary schools.

- Determine importance of using participative leadership style by head teachers
during administration of pupils’ discipline.

- Establish whether using democratic approach by head teachers encouraged
  motivation among pupils, teachers and other stakeholders to enhance improved
  academic performance.

- Determine if guidance and counseling curbed drop-outs as factors causing it have
  been greatly researched on.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the methodology used to carry out the study. Specifically the chapter focused on the research design, study location, target population, sample and sampling techniques, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design

According to Kombo (2006) research design is the structure, scheme or plan that is used to generate answers to research problems. In this study a qualitative and quantitative study approach using descriptive survey research design was used. Orodho (2005) defines descriptive survey as a method of collecting information by interviewing or administering questionnaires to a sample of individuals thus this method was used because the survey was based on people’s attitudes, opinions and records.

3.3 Study Location

The study was carried out in Nkuene division in Imenti south district because according to information given the Area Education Officer, a number of pupils who enroll in standard one do not complete standard eight. Therefore there was need to carry out this study to establish the role of the head teachers in ensuring there was no wastage in the system.
3.4 Target Population

The study population was drawn from twenty six primary schools in Nkuene division of Imenti south district. The study targeted the head teachers and teachers in these schools in order to obtain data. Information obtained from the Area Education Office revealed that there are a total of 26 head teachers and 245 teachers in the public primary schools in the division and these formed the target population.

3.5 Sample and Sampling Techniques

Wiersma (1995) defines a sample as a small proportion of a target population that has been selected using some systematic procedures for the study. Kothari(2004), states that by observing the characteristics of a carefully selected and representative sample, one can make certain inferences about characteristics of the population from which it is drawn. According to Gay (1992) and Sekaran (2007), a researcher can take samples of 10% for a bigger population and at least 20% for a smaller population and that a sample of above 30 to 500 is a good representation of the population. This study used census for all 26 head teachers of the public primary schools in the division so as to give each school a chance, given that they do not present a large population. Further, 25% of the teachers which was approximately 61 teachers were selected using simple random sampling. The Area Education Officer was purposively selected to give key information for the study.
3.6 Research Instruments

The data was collected from head teachers and teachers using Questionnaires with closed and open ended questions in order to get independent view of the respondents. According to Mbwesa (2006) this method encourages high response rate because the respondents can complete the questionnaire on their own. Questionnaires were given out to the respondents and picked after a period agreed with by the respondents. Interview was conducted with the Area educational officer using interview guide.

3.7 Piloting of the Study

A pilot study was carried out in a neighboring Abogeta division which had the same characteristics as Nkuene division. Three schools were used for the pilot study where the questionnaires were administered to three head teachers and six teachers who were randomly selected and Area Education Officer was purposively interviewed. The respondents were requested to complete the questionnaire and comment on the clarity of items in the instrument. The test was also used to establish how much time would be required to complete the questionnaire. Through the pilot study, it was established that some items in the instrument needed to be re-phrased for clarity. This information was used to refine the questionnaire used for this study. It was also observed that the questionnaire could be completed within 45 minutes and this would be convenient enough during the actual study.
3.8 Reliability of the Instrument

The concept of reliability refers to the degree to which a research instrument yields consistent results after repeated trials (Nsubuga, 2000). The study used test-retest technique in order to test the reliability of the instruments. The instruments (questionnaires) collected data from respondents but were not used in the final study. The same instruments were administered to the same group of subjects after two weeks. A comparison between the responses obtained was made using Pearson’s correlation coefficient formulae (r) as indicated below.

\[
r = \frac{N\sum_{xy}-(\sum X)(\sum Y)}{\sqrt{[N\sum X^2-(\sum X)^2][N\sum Y^2-(\sum Y)^2]}}
\]

Where;

\(\sum_{xy}\) = sum of the gross product of the values of each variables

\((\sum X)(\sum y)\) = product of the sum of x and the sum of y and N = total number of items. If the reliability of the instrument is above 0.8, it is considered to have a good reliability. The test-retest exercise obtained a coefficient correlation of 0.85. This means that the research instruments for the study were reliable.

3.9 Content Validity

According to Orodho (2005) validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation. The validity of the instruments used in this study was established by ensuring that the questions were based on
the objectives and then appraised by my supervisors who are experts in the area of educational administration of Kenyatta University.

3.10 Data Collection Techniques

Qualitative data were collected using interview guides and quantitative data were collected using questionnaires. The administered questionnaires were used to collect primary data from the field of study. The respondents filled the questionnaire by fully responding to the questions of the research instrument. The researcher actually visited all the sampled schools in order to collect reliable and relevant first-hand information required in the study.

3.11 Data Analysis

Data analysis is the process of bringing order, structures and interpretation to the mass of collected data (Harper and Mwangi, 2005). According to Patton (2002), one should be able to construct a framework for communicating the sense of what the data reveals. Data was examined, coded and organized into relevant themes after which it was assessed for consistency and relevance before the actual analysis was done. The qualitative data were then analyzed using descriptive statistical methods guided by themes emanating from the research objectives. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data and the results were then presented in frequency distribution tables and percentages.
CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of the study was to establish the role of head teachers in curbing drop-outs as one of the sources of wastage in public primary schools in Nkuene division, Imenti-South District, Meru County in Kenya. The findings are presented in tables, pie-charts and graphs according to the study objectives. Interpretation of the findings has also been done to answer the following research questions;

i. What do head teachers do to supervise teaching and learning activities in order to curb drop-outs in public primary schools in Nkuene division in Imenti-South District?

ii. What do the head teachers do to administer discipline among pupils to curb drop-outs in public primary schools?

iii. What do head teachers do to motivate pupils to curb drop-outs in public primary schools?

iv. What do head teachers do so that guidance and counseling helps in curbing drop-outs?

4.1.1 Questionnaire Return Rate

The questionnaires were distributed to head teachers and teachers from sampled schools among the public primary schools in Nkuene division. The return rate is as shown in Table 4.1.
Table 4.1: Questionnaire Return Rate

<table>
<thead>
<tr>
<th></th>
<th>Target respondents</th>
<th>Actual respondents</th>
<th>Return rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>61</td>
<td>60</td>
<td>98.4%</td>
</tr>
<tr>
<td>Head teachers</td>
<td>26</td>
<td>24</td>
<td>92.3%</td>
</tr>
<tr>
<td>A.E.O</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

Out of the targeted 26 head teachers 24 responded to the questionnaire representing 98.4%. On the other hand 60 teachers out of the targeted 61 completed and returned the questionnaires representing 92.3% and the A.E.O was also available for face-to-face interview representing 100%. This means that the data collected were adequate for analysis and to make the study generalizations.

4.1.2 Analysis of the Respondents by Gender

The study sought to establish the composition of respondents by gender, and the findings are presented on figure 4.1.

Figure 4.1: Gender of the Respondents
The study established that 40(47.7%) of the respondents were men and 44(52.3%) were females, showing that majority of the respondents were lady teachers. This means that the schools sampled in the division had adequate gender representation of staff for the purpose of this study.

4.1.3: Length of Service of Respondents in the Current Stations

The study sought to establish the years of teaching experience of head teachers and teachers in their current stations for the purpose of reporting about drop-out situation in their schools authoritatively and the findings are presented in Table 4.2.

Table 4.2: Length of Service of Respondents in the current Stations

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>40</td>
<td>47.6</td>
</tr>
<tr>
<td>6-10</td>
<td>24</td>
<td>28.5</td>
</tr>
<tr>
<td>11-15</td>
<td>11</td>
<td>13.2</td>
</tr>
<tr>
<td>16-20</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>21-25</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>26-30</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>31-35</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>Totals</td>
<td>84</td>
<td>100</td>
</tr>
</tbody>
</table>

More than half, that is, 43 (51%) of the teachers had stayed in their current stations of work for a period of between 6-35 years which is long enough to know the drop-out trend in their schools.
4.2: Supervision of Teaching and Learning activities to Curb Drop-outs

According to Clarke (2007) head teachers should devote their time to the development of instructional programs, visit classrooms to check on the implementation of such programs and that they should confer with teacher after such visit about ways to improve teaching of such programs. They should develop and implement strategies for the systematic monitoring of the curriculum strengths and weaknesses and the quality of teaching and learning. The study sought to answer the research questions on what do head teachers do to fulfill their supervisory role to curb drop-outs in Nkuene division through teachers’ class attendance, preparation of schemes of work and lesson plans, checking of assignments, action taken against absenteeism, and making up of missed lessons. In order to answer the question on how head teachers used supervision of teaching and learning activities to curb drop out it was necessary to establish whether they used supervision to curb drop-out and the findings are indicated on Table 4.3.

Table 4.3: Head Teachers Responses on whether they supervise Teaching and Learning

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings indicate that the head teachers in all the schools supervised teaching and learning activities. This is in agreement with Fullan’s (2001), argument that, the head
teacher’s job is to ensure that essential things get done, rather than doing it all by themselves. Effective supervision entails development and implementation of strategies for the systematic monitoring of the curriculum strengths and weaknesses and the quality of teaching and learning (Clarke 2007). This means that since the head teachers in the division use supervision of teaching and learning effectively, potential drop-out cases are detected on time and the pupils are assisted accordingly. Therefore the challenge is not if they supervise but how they use their supervisory role to curb drop-out as explained by the following findings.

4.2.1 Attendance of Lessons on Time

The head teachers need to supervise lesson attendance by the teachers to ensure that pupils are meaningfully occupied while in school so as to curb drop-out. The study sought to establish from the head teachers whether teachers attended classes on time and the results are presented in Table 4.4.

**Table 4.4: Head Teachers’ responses on whether Teachers attended Lessons on Time**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The findings indicated that that teachers attended lessons on time where 6(25%) agreed with this and 18 (75%) agreed strongly. More than a half 18(75%) of the head teachers indicated they did weekly curriculum audit to monitor teachers lesson attendance. This shows that head teachers are keen on their supervisory role of ensuring lessons were attended and therefore the pupils would not use teachers’ lesson attendance as an excuse to drop-out of school. The findings are in agreement with the commonwealth secretariat requirements that the head teacher is responsible for ensuring syllabus coverage, and establishing and maintaining the quality of teaching/learning. It is important for the head teacher and staff to measure teaching and learning achievement by means of agreed performance indicators (Commonwealth Secretariat, 2010).

4.2.2 Preparation of Schemes of Work and Lesson Plans with Interesting Activities

Learning experiences should be organized in such a way that the pupil is kept interested in schooling and therefore preparation of the tools that guide these learning experiences should be supervised in order to curb drop-out. As earlier indicated, the head teachers admitted that they supervise teaching and learning activities and at this point the study sought to establish whether teachers prepared schemes of work and lesson plans with interesting learning activities. Head teachers responses are presented in Table 4.5.
Table 4.5 Head Teachers’ Responses on Whether Teachers prepare Schemes of Work and Lesson Plans with Interesting Learning Activities

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The head teachers agreed that they regularly checked schemes of work and lesson plans to ensure that they had interesting learning activities as evidenced in Table 4.5. This is an indication that learning material preparation process was effectively supervised to ensure that they were in line with syllabus requirements. This agrees with commonwealth secretariat recommendation that syllabuses of all the classes must be available and teachers should be supervised when preparing schemes of work to ensure relevant learning experiences are delivered to pupils (Commonwealth Secretariat, 2010).

4.2.3 Checking and Marking Assignments on Time

Checking and marking assignments is another teaching and learning activity that the head teachers supervise. Monitoring of pupils in class should be a continuous activity in order to obtain immediate feedback and some of the ways of achieving this is by giving and marking assignments. The study sought to find out whether head teachers check if assignments are given to pupils and marked on time and the their responses are presented in Table 4.6.
Table 4.6 Head Teachers Responses on whether they check if Assignments are given to pupils and Marked on Time by Teachers

<table>
<thead>
<tr>
<th>Head teachers responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings showed that head teachers checked whether teachers gave and marked assignments on time as indicated by all the head teachers where 8 (33.3%) agreed and 16 (66.7%) strongly agreed. This means that majority of the head teachers were using supervision of this teaching and learning activity effectively such that immediate feedback was available and to ensure non-performing pupils were assisted appropriately to avoid dropping out of schools. This shows that the head teachers supervised the process of administering assignments in order to identify pupils with learning difficulties and ensured that they were assisted hence keeping them interested with school. The findings are in line with MOE & HR requirements that the head teacher needs to maintain proper books and documents to record pupils’ academic progress information, and that the information is accessible when required (MOE & HR, 1999).
4.2.4 Making up for Missed Lessons

When lessons are missed for some reason by a teacher, making up is important and failure to do so may be interpreted by the pupils to mean that lesson attendance was not necessary and eventually the pupils may use this as an excuse to drop out of school. The study sought to find out whether teachers made up for all the missed lessons and the findings are presented in Table 4.7.

Table 4.7: Head Teachers’ Responses on whether Teachers Make up for Missed Lessons

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>10</td>
<td>41.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>45.8</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>12.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings show that teachers do not make up missed lessons in most schools as 11 (45.8%) of the head teachers disagreed, 10 (41.6%) disagreed strongly and only 3 (12.6%) agreed that missed lessons are made up. This situation may give the learners an excuse to miss school and eventually some may drop out of school. This may be one of the causes of drop-out in the division. In order to successfully achieve the objectives of a school, all the members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance (Okumbe, 1998).
4.3 Administration of Discipline to curb Drop-out

Several scholars concur that it is difficult to quantify the degree of contribution of the school and society in inculcating discipline or otherwise indiscipline among the pupils. However, it is apparent that the school plays a critical role in facilitating acquisition and development of desired knowledge, skills and attitudes of the pupils through the school curriculum (Squelch, 2000). For disciplinary action in the schools to achieve desired results, it should be administered in the most appropriate way. In order to answer the question on how administration of discipline helps to curb drop-out, it was necessary to first establish whether the head teachers used administration of discipline to curb drop-out. The findings are presented in Table 4.8.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>95.8</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the respondents that is 23(95.8%) reported that they use administration of discipline to curb drop-out while on the other hand 1(4.2%) did not use this approach. The decision to use administration of discipline to curb drop-out is the prerogative of the head teacher especially because discipline is about positive behavior management aimed at promoting appropriate behavior and developing self-discipline and self-control in learners (Squelch, 2000).
4.3.1 Determination of the Nature of Punishment

Punishing pupils is one way of instilling discipline and should be administered appropriately and in a participatory manner to achieve desired results. The study sought to establish who determines the appropriate punishment in the schools. The head teachers were requested to indicate who is responsible for determining nature of punishment to be administered and the findings are presented in Table 4.9

Table 4.9: Head Teachers’ Responses on who determines the Nature of Punishment

<table>
<thead>
<tr>
<th>Head teachers Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Teachers</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Discipline committee</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the head teachers, that is 15 (62.5%), indicated that appropriate punishment in their schools was determined by discipline committees and only 9 (37.5%) confirmed that individual teachers were in charge of determining appropriate punishment to be administered. The interest of the study was to establish how administration of discipline helps curb drop-out and how punishment is determined affects its effectiveness in achieving this. The study established that most schools preferred using discipline committees to determine the nature of punishment administered to pupils and hence punishment determination is approached in a participatory manner as shown by 62.5% of the respondents. However, 37.5% of the head teachers who indicated that punishment was determined by individual teachers who are likely to be influenced by individual
subjectivity leading to unfair punishments which could complicate the problem of drop-out further. These findings are consistent with those from a study by Olembo and Cameron (1996) which recommends that the head teacher should make sure that all teachers know exactly what punishment to give to a pupil for what reasons and the procedure they should follow. A school should have a punishment policy and head teacher should ensure consistency in checking indiscipline among pupils.

4.3.2 Effects of Punishment in Reforming Behavior of Pupils

The punishment recommended should be capable of reforming behavior. Head teachers and teachers were requested to indicate whether the recommended punishment helps pupils to reform their behavior and the responses are presented in Table 4.10 and 4.11.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>91.7</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the head teachers, that is 22(91.7%), reported that recommended punishment helped reform the behavior of pupil. However 2(8.3%) indicated that recommended punishment did not help reform the behavior of pupil. According to the findings, where punishment was administered appropriately it helped to reform the behavior of pupils.
Table 4.1: Teachers’ Responses on Whether Punishment Reforms Behavior of Pupils

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Totals</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Most teachers, that is 45 (75%) also reported that recommended punishment helped pupils to reform behavior. However, 15 (25%) indicated that the recommended punishment did not reform behavior in their schools. This shows that punishment worked for some schools to reform behavior while it did not work for others and this was likely to make those who did not reform to drop-out of school. Head teachers should take into account the arguments by Grossnickle and Sesko (2000) that discipline is not automatically attained through punishments but should be achieved by training the mind and character so that the individual is guided to make a reasonable decision in a responsible manner and to co-exist with others in the society. Good discipline should lead to obedient, self-control and the development of attitude of corporation and being accountable for one’s behavior and action. Therefore head teachers should work towards making the pupils self-disciplined to curb drop-out.
4.3.3 Methods of Administration of Discipline in Schools

The head teachers and teachers were requested to indicate the method of discipline administration used in schools in order to curb drop-outs. The responses are presented in Table 4.12.

Table 4.12: Methods of Administration of Discipline in Schools as Reported by Head Teachers

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling parents and guardians</td>
<td>55</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>16</td>
</tr>
<tr>
<td>Suspension from school</td>
<td>13</td>
</tr>
</tbody>
</table>

The respondents cited the following as the methods of discipline administration in their schools; calling parents and guardians 55, suspension from school 13 and corporal punishment 16. It is evident that the most preferred methods are calling parents and guardians and corporal punishment. Some of these methods were also stated by the AEO during the interview such as suspension from school, calling parents and guardians and corporal punishment. The findings established that some head teachers were using administration of discipline to curb drop-out in their schools. However, others were using out-dated methods like corporal punishment and this is likely to have contributed to drop-out in their schools. Therefore the head teachers should consider the recommendation by Romo and Falbo (1997) that discipline policies should be revised so that head teachers adopt discipline measures that make it hard for pupil to drop-out and easy for them to
return to school. Drop-out is encouraged by use of such methods as corporal punishment and manual work to administer discipline.

4.3.4 Action against Absenteeism

Cowley (2001) observes that dropping out of school begins as a habit of chronic absenteeism. The study sought to establish whether action was taken against absent pupils in order to curb drop-out in the schools and the responses to this question are recorded in Table 4.13.

**Table 4.13: Head Teachers’ Responses on Whether Action is taken against Absenteeism**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings show that action is taken against absenteeism of pupils as indicated by all the head teachers where 8(33.3%) agreed and 16(66.7%) agreed strongly. From the findings, the head teachers effectively supervise class attendance by pupils to ensure that they do not develop the habit of absenteeism and that action was taken before absenteeism became a habit that could result to drop-out. Moreover the findings from the interviews with the AEO revealed that the local public administration officers like chiefs
are sometimes involved to address issues where pupils are chronically absent from school especially when head teachers reports and seeks for authoritative intervention.

4.4 Use of pupil’s Motivation to Curb Drop-out

A great deal of research has found that pupils who are high in academic motivation are more likely to have increased levels of academic achievement and have lower drop-out rates (Blank, 2012). Therefore, if used appropriately motivation can curb drop-out rates in schools. In order to answer the question on how pupil’s motivation is used in curbing drop-out it was necessary to first establish whether the head teachers used this approach and the findings are on Table 4.14.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>87.5</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the respondents, that is 21(87.5%), reported that they use motivation of pupils to curb drop-out. However 3(12.5%) indicated that they did not use motivation of pupils to curb drop-out. All head teachers should embrace use of pupils’ motivation as stated by Slavin (2006), motivation is one of the factors that contribute to academic success. It is important for both parents and educators to understand why promoting and encouraging academic motivation, from an early age is very important. Motivation is crucial to pupils’ academic success at any age because pupils form self-concepts, values, and beliefs about
their abilities at a young age. Development of early academic motivation has significant implication for later academic careers which may include dropping out of school.

4.4.1 Methods of Motivation of Pupils which helped to curb Drop-outs

In order to establish whether motivation of pupils curbed drop-out, the head teachers and teachers were requested to indicate whether such an approach existed in Nkuene division and the responses are indicated in Table 4.15.

Table 4.15: Head Teachers’ and Teachers’ Responses on Methods of Motivation which curbed Drop-outs

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic performance</td>
<td>54</td>
<td>64.3</td>
</tr>
<tr>
<td>Praise from parents and teachers</td>
<td>13</td>
<td>15.5</td>
</tr>
<tr>
<td>Award of gifts</td>
<td>17</td>
<td>20.2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>84</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents 54(64.3%) indicated that academic performance by the pupils helped to curb drop-out. A significant percentage, that is 17(20.2%) indicated that praise from parents and teachers helped to curb drop-out, while 13(15.5%) reported that award of gifts curbed drop-out. In the context of this study, this means that the commonly used method of motivation is to encourage high academic achievement among pupils because a great deal of research has found that pupils who are high in academic motivation are more likely to have increased levels of academic achievement have lower drop-out rates.
(Blank, 2012). This shows that the head teachers can use encouragement of high academic achievement together with the other motivational methods which are equally important to address the issue of drop-out in their schools. This agrees with the observation of Slavin (2006) that, motivation is one of the factors that contribute to academic success. It is important for both parents and educators to understand why promoting and encouraging academic motivation, from an early age is very important.

The A.E.O on the other hand agreed that motivation was a key factor in curbing drop-outs but unlike the head teachers and teachers, he emphasized on motivation of the teachers which he argued would translate to a greater commitment to assist pupils. He gave some of the ways of motivating school stakeholders as; parties for teachers who achieved good performance, establishing award policies in schools, trips for good performers be head teachers, teachers or pupils, holding class meetings and clinic days and inviting motivation speakers. The information from the A.E.O seemed to bring more insight regarding ways of enhancing motivation in order to curb drop-out.

4.5 Use of Guidance and Counseling in Curbing Drop-outs

Management in the school context involves the skillful control and guidance of pupils in order to achieve the school's desired out-comes. The head teacher plays an important role in this respect through the guidance and counseling department (MOE and HR, 1999). In order to answer the question on how use of Guidance and Counseling contributes to curbing drop-out it was necessary to first establish whether the head teachers used Guidance and Counseling of pupils to curb drop-out in their schools and the findings are on Table 4.16.
Table 4.16: Head Teachers Responses on whether they use Guidance and Counseling to curb drop-out

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>95.8</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the respondents i.e. 23(95.8%) reported that they used guidance and counseling to curb drop-out in their schools. However 1(4.2%) indicated that they did not use guidance and counseling to curb drop-out in their schools. All head teachers should engage the effective use of guidance and counseling to curb drop-out because according to Migel (2003), guidance and counseling, assists individual pupils to discover their abilities, interests and needs thereby helping them to make effective adjustments to school life and to give shape to their future plans.

**Availability of Guidance and Counseling Department in Schools**

A functional department is necessary in order to discharge effective guidance and counseling services. The study sought to establish from the head teachers whether schools had teachers in charge of guidance and counseling and the responses are presented in Table 4.17.
Table 4.17: Head Teachers’ Responses on Existence of Guidance and Counseling Department in their Schools

<table>
<thead>
<tr>
<th>Responses from H/Teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>92</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the head teachers, that is 22(92%) reported having guidance and counseling department in their schools. However, there were 2(8%) that indicated not having functional guidance and counseling departments. Ongoma and Silsi, (2008), state that guidance and counseling is important because it addresses personal, social, vocational and educational needs of learners hence should be institutionalized. Therefore all the head teachers should strive to ensure they establish functional guidance and counseling departments in order to assist challenged learners to remain interested in school.

**Availability of Teachers Trained in Guidance and Counseling**

Professional skills are necessary in order to offer effective counseling services. The study sought to establish from the head teachers whether schools had professionally trained teachers to manage guidance and counseling department and the responses are indicated in Table 4.18.
The findings show that most schools had trained teachers in charge of guidance and counseling as indicated by 20(83%) of the respondents. This shows the teachers had appropriate skills to guide and counsel pupils effectively in order to keep them interested in learning. However 4(17%) admitted that their schools did not have trained teachers in charge of guidance and counseling. The head teachers should consider the view of MOE that head teachers, staff and pupils should see guidance and counseling as a positive means of correcting and improving the behavior/conduct of the pupils and should be approached professionally (MOE and HR, 1999).

**Methods of Counseling Practised in Schools**

The way in which counseling is done influences the effectiveness of the desired results in this case curbing drop-outs and therefore not all methods used in counseling are effective in curbing drop-out. To answer the question how the head teachers used guidance and counseling to curb drop-out, the study sought to establish from the teachers, the methods of counseling practised in schools and the findings are presented in Figure 4.3.
Figure 4.3: Teachers’ Responses on Methods of Guidance and Counseling used in Schools to curb Drop-out.

The commonly used method to curb drop-out was group counseling as indicated by 20(33.3%) of the respondents, followed by class counseling that was cited by 16(26.7%), individual counseling by 14(23.3%) and peer counseling by 11(16.7%). This means that most schools were using appropriate counseling methods especially group counseling because when pupils are counseled as a group they do not feel victimized and this can keep even weak pupil from dropping out of schools even when they have a reason to. This is in line with the suggestion of commonwealth secretariat that group counseling ensures the effective care of the pupils (Commonwealth Secretariat, 1997).
4.5.1 How Guidance and Counseling helps to curb Drop-out

Findings from the earlier analyzed data established that there were guidance and counseling departments in schools, trained guidance and counseling teachers and those professional methods were being used effectively to counsel pupils. However, most of the time it is not obvious to identify how guidance and counseling helps to curb drop-out and therefore the study sought to find out from head teachers and teachers how guidance and counseling helps to curb drop-out. Their responses are presented in Table 4.19.

Table 4.19: How Guidance and Counseling helps to Curb Drop-out as stated by Teachers and Head Teachers

<table>
<thead>
<tr>
<th>Head teachers and Teachers Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates a friendly school environment</td>
<td>32</td>
<td>38.2</td>
</tr>
<tr>
<td>Enhances positive attitude towards learning</td>
<td>26</td>
<td>30.9</td>
</tr>
<tr>
<td>Helps pupils to reform behavior</td>
<td>26</td>
<td>30.9</td>
</tr>
<tr>
<td>Totals</td>
<td>84</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents gave the following as the main ways in which guidance and counseling helps curb drop-out: creates a friendly school environment, enhances positive attitude towards learning and helps pupils to reform behavior. Therefore, its evident that if guidance and counseling techniques are effectively applied in schools drop-out problem can be adequately addressed. These findings agree with the Commonwealth Secretariat suggestion that the aspect of school effectiveness is the extent to which head teacher introduces and manages a program of guidance and counseling of the children. This
involves ensuring good relationships between teachers and pupils, meeting the needs of individual pupils and working with all teachers to create a generally caring atmosphere (Commonwealth Secretariat, 1997).

The A.E.O during the interview on the other hand revealed that functional guidance and counseling departments existed only in a few schools and at the same time only few of them had professionally trained guidance and counseling teachers. As a result guidance and counseling had little impact in many schools as a way of curbing drop-out. Moreover pupils are getting indiscipline, others are affected by family problems while at school, peer influence is increasing on the negative and all these issues seem to complicate drop-out problem. Therefore, it is important for head teachers to invest in vibrant guidance and counseling in order to curb drop-out.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the findings from the study on the role of the head teachers in curbing drop-out in public primary schools in Nkuene division, Imenti-South District, Meru County, Kenya and the recommendations derived from the study respectively.

5.2 Summary of the Research Findings

The study sought to answer the following research questions; what do head teachers do to supervise teaching learning and activities to curb drop-out in public schools, what do head teachers do to administer discipline among pupils to curb drop-out, what do head teachers do to motivate pupils to curb drop-out and what do head teachers do to ensure guidance and counseling helps in curbing drop-out in Nkuene division. The conclusions are based on the findings and organized with respect to the specific objectives and research questions of the study.

5.2.1 Supervision of Teaching and Learning Activities

Supervision of teaching and learning activities is important so as to ensure learning experiences are interesting enough to keep pupils interested in schooling. The study sought to establish what the head teachers do to supervise teaching and learning to curb drop-out. To achieve this, it was necessary to first establish whether the head teachers...
supervised teaching and learning activities and all of them affirmed to doing so. Study findings established that most teachers attended lessons on time. This means that timely attendance of lessons is not a contributing factor to the drop-out problem in the schools because the head teachers use this supervisory role effectively. The study further established that the teachers prepare schemes of work and lesson plans with interesting learning activities as 50% of the head teachers agreed and another 50% strongly agreed that they ensured teachers in their schools prepared schemes of work and lesson plans with interesting learning activities. This means that the head teachers effectively ensured learning materials were prepared in the required standards in order to make learning interesting. Monitoring of pupils in class should be a continuous activity in order to obtain immediate feedback and some of the ways of achieving this is by giving and marking assignments. The findings also confirmed that assignments were checked and marked on time as indicated by all the head teachers. This means that immediate feedback and non-performing pupils can be assisted appropriately to keep them in school.

5.2.2 Administration of Discipline to Curb Drop-out

Discipline is about positive behavior management aimed at promoting appropriate behavior, developing self-discipline and self-control in learners. The school plays a critical role in facilitating acquisition and development of desired knowledge, skills and attitudes to the pupils through the school curriculum and in so doing at times it becomes necessary to enforce discipline. For a disciplinary action in the schools to achieve desired results, it should be administered in the most appropriate way and this requires involvement of school stakeholders. To answer the question what do head teachers do to
administer discipline to curb drop-out, it was necessary to establish whether the head teachers used administration of discipline for this purpose and 95.8% reported that they did so. One of the methods used in administration of discipline is administering punishments. To probe this matter further, the study sought to establish who is involved in determining the appropriate punishment administered to pupils in the schools. The findings showed that appropriate punishments were determined by a discipline committee in some schools as indicated by 62.5% and by individual teachers in others as reported by 37.5% of the respondents. Entrusting determination of appropriate punishment to individual teachers as this is likely to lead to biasness because the process is not participatory. The punishment recommended should be capable of reforming behavior and the findings of the study established that recommended punishment helped reform the behavior of pupil as cited by 79.8% of the respondents. In the cases where individual teachers alone were left to determine the appropriate punishment, other methods of punishment determination such as setting up a discipline committee should be adapted. The mode of administering the recommended discipline is important in determining whether desired behavior is attained to curb dropout. The respondents reported the most preferred method of discipline administration was calling parents and guardians as cited by 55 respondents. Other cited methods of discipline administration were suspension from school and corporal punishment. It is important to discourage use of unpopular methods of administering discipline such as suspension from school and corporal punishment to ensure that administration of discipline helped curb drop-out.

Dropping out of school begins as a habit of chronic absenteeism. The findings show that action is taken against absenteeism of pupils as indicated by all the head teachers. This
means that action is taken before absenteeism becomes a habit that can result to drop-out hence the head teachers effectively supervise class attendance by pupils. The findings showed that teachers do not make up for missed lessons in most schools as indicated by 87.4% of the head teachers. The fact that some teachers were missing lessons and not making up for them could give pupils the excuse to miss lessons. This in turn may lead to pupils developing the habit of absenteeism and eventually dropping out of school.

5.2.3 Use of Pupils’ Motivation to curb Drop-out

Pupils high in academic motivation are more likely to have increased levels of academic achievement and have lower drop-out rates thus if used appropriately motivation can curb dropout rates in schools. To answer the question, what do head teachers do to motivate pupils to curb drop-out, it was necessary to first establish whether head teachers used this approach and 87.5% reported that they did. The findings established that academic performance by the pupils influenced dropout as reported by (64.3%) of the respondents. However, praise from parents and teachers helped and award of gifts were also reported as useful methods of motivation used to curb drop-out. It is important for both parents and educators to understand why promoting and encouraging academic motivation, from an early age is very important.

The A.E.O on the other hand agreed that motivation was a key factor in curbing drop-outs but unlike the head teachers and teachers, he emphasized on motivation of teachers which he argued would translate to a greater commitment to assist pupils.
5.2.4 Use of Guidance and Counseling in curbing Drop-outs

Management of people in the school context involves the skillful control and guidance of pupils in order to achieve the school’s desired outcomes. The head teacher plays an important role in this respect through the guidance and counseling department. To answer the question, what do the head teachers do to ensure guidance and counseling helps to curb drop-out, it was necessary to establish first if the schools used this approach and 95.8% confirmed that they do. A functional department is necessary in order to discharge effective guidance and counseling services. The study established that most schools had functional guidance and counseling departments as confirmed by majority (92%) of the head teachers. Professional skills are necessary in order to offer effective counseling services and as far as this is concerned, the respondents confirmed that most schools had trained teachers in charge of guidance and counseling as indicated by 83%. On the other hand there was 17% who admitted that their schools did not have trained teachers in charge of guidance and counseling. It is important for schools to invest in capacity building of their guidance and counseling teachers to make it a useful tool to curb drop-out. The way in which counseling is done affects the effectiveness of the desired results in this case curbing drop-outs. The study established that the commonly used method was group counseling as reported by 32% and others included, class counseling, individual counseling and peer counseling. Most of the time it is not obvious to identify how guidance and counseling helps to curb drop-out and the study established the following as the main ways in which guidance and counseling helps curb drop-out; creates a friendly
school environment, enhances positive attitude towards learning and helps pupils to reform. The head teachers can therefore use guidance and counseling to curb drop-outs based on these findings.

5.3 Conclusions from the Research Findings

The purpose of the study was to establish the role of head teachers in curbing drop-outs as one of the sources of wastage in public primary schools by investigating specific objectives to answer stated research questions. From the research findings the following conclusions were made;

5.3.1 Supervision of Teaching and Learning Activities

The head teachers used supervision of teaching and learning processes effectively by ensuring that teachers attended lessons on time, that lesson plans and schemes of work were appropriate. However not all missed lessons were made up for and that absenteeism was rampant in some schools.

5.3.2 Administration of Discipline to curb Drop-out

The head teachers used administration of discipline appropriately except for some schools where individual teachers determined the type of punishment administered as opposed to use of discipline committees and also the use of outdated disciplinary methods like corporal punishments.
5.3.3 Use of Pupils’ Motivation to curb Drop-out

The head teachers used motivation of pupils effectively to curb drop-out through such practices like encouraging progressive academic performance, praise from parents and teachers and award of gifts to recognise achievement.

5.3.4 Use of Guidance and Counseling in curbing Drop-outs

The head teachers used guidance and counselling appropriately to curb drop-out through the establishment of guidance and counselling departments and ensuring that the guidance and counselling teachers were trained, however not all the schools had such departments and others did not have trained guidance and counselling teachers. Guidance and counseling curbs drop-out through creating friendly school environment, enhancing positive attitude towards learning and helps pupils to reform behaviour.

5.4 Recommendations of the Study

Based on the findings of the study, the following recommendations were made:

i) Head teachers should put in place appropriate methods of discipline administration by use of discipline committees to identify pupil friendly punishments.

ii) Head teachers should establish appropriate motivation methods such as rewarding academic achievements in order for pupils to maintain their interest in school.
iii) All head teachers in the division should identify and ensure teachers offering guidance and counseling services are trained to assist pupils remain in school.

iv) The ministry of education to enforce the use of ministry policy guide lines in curbing drop-out in every public primary school.

5.5 Suggestions for Further Research

The study concerned itself with the role of head teachers in curbing drop-out in public primary schools Nkuene division. However there are other areas related to this issue that allows for further research. The study suggests the following areas for further study.

i) Research should be done on the influence of the teaching and learning environments on drop-out in public primary schools.

ii) Research should be done on factors influencing drop-out in public primary schools.

iii) Research should be carried out to establish the competency of head teachers in managing the drop-out problem in public primary schools.
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Kenyatta University


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APPENDIX I

LETTER OF INTRODUCTION

BENADETTE WAIRIMU MWANGI,
P.O BOX 60,
MITUNGUU
20TH-FEB 2014

THE SECRETARY,
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
P.O. Box 74929-00200
NAIROBI.

Dear sir/Madam,

Re: Permission to Collect Data

I am a post graduate student at Kenyatta University undertaking a masters course in Educational Administration. I am carrying out research project on head teachers’ role in curbing pupils’ drop-outs in public primary schools, Nkuene division Imenti-South District, in fulfillment of my degree. I wish to seek your approval to collect the necessary data for this project. This shall entail administering questionnaires to the Head teachers, in selected institutions and interview schedules for sampled members of school committees and education officers. This information shall be used for the purpose of this research only. Thanks in advance.

Yours faithfully

Mwangi Benadette Wairimu
APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is for the purpose of the research only and the information you give will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic Information

1. Indicate your gender
   - Male □
   - Female □

2. How long have you been a head teacher?
   - 1 – 5 years □
   - 6-10 years □
   - 11 – 15 years □
   - 16 – 20 years □
   - 21 – 30 years □
   - 31 – 35 years □

3. How long have you been a head teacher in this school?
   - 1 – 5 years □
   - 6-10 years □
   - 11 – 15 years □
   - 16 – 20 years □
   - 21 – 30 years □
   - 31 – 35 years □
Section B: Use of Supervision of Teaching and Learning activities to curb Drop-outs.

4. Do students drop-out of your school? Yes [    ] No [    ]

ii. Do you use supervision of teaching and learning activities to curb drop-out? Yes [    ]
No [    ].

5. Indicate the number that has dropped since 2010 on the table

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Number of drop-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Indicate whether you as the head teacher ensure the following in order to curb drop-outs in your school.

<table>
<thead>
<tr>
<th>Scores are in a scale of 1-4</th>
<th>Strongly disagree 1</th>
<th>Disagree 2</th>
<th>Agree 3</th>
<th>Strongly agree 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teacher attend lessons on time to keep pupils occupied in order to curb drop-out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers prepare schemes of work and lessons plans with interesting learning content to keep learners interested in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments are given, checked and marked to give pupils feedback in order to curb drop-out due to poor performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate action is taken against absenteeism of pupils in order to curb drop-out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All missed lessons are made up so as to keep pupils interested in learning in order to curb drop-out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Indicate any other teaching and learning strategy that you employ in your school to ensure teaching and learning activities are done in a way to curb drop-out issues

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section C: Use of Administration of Pupils Discipline to curb Drop-outs

8. Do you use administration of Pupils Discipline to curb drop-out in your school?

Yes [ ] No [ ]

Tick the appropriate responses in the following questions [✓]

9. Who determines the nature of punishment administered to pupils in your school in order to curb drop-out?

Teachers [ ] School committee [ ] Discipline committee [ ]

10. What types of punishments do they recommend?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

11. Does the recommended punishment help your pupils to reform their behavior and prevent them from dropping out of school?
Yes [ ] No [ ]

12. Give reasons for the answer given in question 11.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

13. Does your school have a strategy for rehabilitating pupils who have serious indiscipline problems in order to curb drop-out?

Yes [ ] No [ ]

14. If yes, state the strategies employed in question 13 above?

i. ___________________

ii.____________________

iii.____________________

iv____________________

Section D: Use of Pupils’ Motivation in curbing Drop-outs in Public Primary Schools.

15. Do you use pupils’ motivation to curb drop-out in your school? Yes [ ] No [ ].
16. How do you rate the level of motivation of your pupils for learning?

Very high [ ]  high [ ]  average [ ]  low [ ]  very low [ ]

17. Indicate the strategies that you have put in place to enhance the motivation of your pupils to curb drop-outs in your school?

i._________________

ii_________________

iii_________________

iv._________________

18. In your opinion, is there a relationship between motivation of pupils and drop-outs.

Yes [ ]  No [ ]


Section E: Use of Guidance and Counseling in curbing Pupils Drop-out

20. Do you use Guidance and Counseling to curb drop-out in your school?

Yes [ ]  No [ ].

21. Does your school have a teacher in charge of guidance and counseling department?

Yes [ ]  No [ ]

22. Is the teacher trained in guidance and counseling? Yes [ ]  No [ ]
23. Indicate the type of counseling done in your school?

Individual counseling [   ]

Peer counseling [   ]

Group counseling [   ]

Class counseling [   ]

Any other (specify)______________________________________________________________

24. Please explain if the above selected counseling method helps to curb drop-out in your school______________________________________________________________

______________________________________________________________

______________________________________________________________
APPENDIX III

QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is for the purpose of the research only and the information you give will be treated confidentially. Please answer all the questions provided as honestly as possible, and to the best of your knowledge.

Section A: Demographic Information

1. Indicate your gender
   - Male
   - Female

2. How long have you been a teacher?
   - 1 – 5 years
   - 6-10 years
   - 11 – 15 years
   - 16 – 20 years
   - 21 – 30 years
   - 31 – 35 years

3. How long have you been a teacher in this school?
   - 1 – 5 years
   - 6-10 years
   - 11 – 15 years
   - 16 – 20 years
   - 21 – 30 years
   - 31 – 35 years
Section B: How Head Teacher use Supervision of Teaching and Learning activities
curb Drop-outs

4. Are there drop-outs in your school? Yes [   ] No [   ]

5. Give reasons for your response in question 4-----------------------------
-----------------------------------------------

6. Indicate the major cause of drop-out in your school?
   Poor performance in class [   ]
   Poor attitude towards school [   ]
   Indiscipline [   ]
   Strict supervision [   ]
   Any other (specify) -----------------------------------------------

7. Indicate the number that has dropped since 2010 on the table

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Number of drop-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. In what ways can head teachers use supervision of teaching and learning activities help to overcome the causes of drop-out in question 6?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section C: Use of Administration of Pupils Discipline to curb Drop-outs

9. Indicate by ticking appropriately the method of discipline administration in your school

Adherence to school rules and regulation [  ]
Calling parents and guardians [  ]
Corporal punishment [  ]
Suspension from school [  ]
Any other (specify)

10. How do the methods of ensuring discipline in question 9 help curb drop-out?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section D: Use of pupils’ Motivation on curbing Pupils’ Drop-out
11. Give ways in which the head teacher in your school uses motivation of pupils to curb drop-out?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. What should your school do to increase pupils’ motivation in order to curb drop-out?

i. __________________________________________________________________________

ii. __________________________________________________________________________

iii. __________________________________________________________________________

Section E: Use of Guidance and Counseling in curbing pupils Drop-out

13. Do you have guidance and counselling department in your school?

Yes [ ] No [ ]

14. Indicate the nature of cases that are brought for guidance and counselling

i. Absenteeism [ ]

ii. Family problems [ ]

iii. Stress [ ]

iv. Trauma [ ]

v. Performance [ ]

vi. Any other (specify)________________________________________________________

15. Can the issues brought up for counseling if not addressed lead to students dropping out of school?

Yes [ ] No [ ]
16. If yes, how does counselling help to curb drop-out in public primary school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. Give ways in which the head teacher in your school is actively involved in curbing drop-outs

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
APPENDIX IV

INTERVIEW GUIDE FOR AREA EDUCATION OFFICER (A.E.O)

This interview guide is for the purpose of the research only and the information you give will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge

1. Does the area experience drop-outs of pupils from primary schools?

2. What are the possible causes of drop-outs?

3. In what ways do head teachers in your zone address discipline in order to curb drop-out?

4. In what ways do head teachers in your zone motivate pupils in order to curb drop-out?

5. How do head teachers in your zone use guidance and counseling in order to curb drop-out?
### APPENDIX V

#### RESEARCH SCHEDULE

<table>
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<th></th>
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<td></td>
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## APPENDIX VI

### RESEARCH BUDGET

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<th>Item</th>
<th>Quantity</th>
<th>Unit cost</th>
<th>Total cost (KSH)</th>
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Source of finance: Self Sponsored
APPENDIX VII

RESEARCH PERMIT FROM THE MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

THIS IS TO CERTIFY THAT:

MS. MWARENGI BENADETTA WAIRIMU

OF KENYATTA UNIVERSITY, 60-60204.

Mutingu, has been permitted to

conduct research in Muru County on the topic: HEADTEACHERS ROLE IN CURRING PUPILS DROUPTOPS IN PUBLIC PRIMARY SCHOOLS, KQUEEN DIVISION IMENITI SOUTH DISTRICT, MURU COUNTY, KENYA

for the period ending: 31st December, 2014.

National Commission for Science, Technology and Innovation

APPLICATIONS AND PERMITS

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do this may lead to the cancellation of your permit.

2. No questionnaires will be used unless it has been approved.

3. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

4. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

5. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

CONDITIONS: see back page.

Republic of Kenya

National Commission for Science, Technology and Innovation

Serial No. 1430
APPENDIX VIII

RESEARCH AUTHORISATION FROM COUNTY DIRECTOR OF EDUCATION (MERU)

REPUBLUC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegram: “ELIMU”
Telephone Meru
When Replying please quote

COUNTY DIRECTOR OF EDUCATION OFFICE
MERU COUNTY
P.O. Box 61
MERU

MRU/EDU/11/48

The District Education Officer
Imenii South District
NKUBU

April 24, 2014

RE: RESEARCH AUTHORIZATION

Reference is made to the letter Ref.NCOST11/14/5232/1333 dated 15th April, 2014.

Authority is hereby granted to Mwangi Benadette Wairimu from Kenyatta University to carry out research on “Head Teachers role in curbing pupils dropouts in public Primary schools in Nkuene Division Imenii South District” for a period ending 31st December 2014. This programme should not interfere with the normal school routine.

The authorities concerned are requested to give you maximum support.

CHABARI BUBURIA
FOR COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
APPENDIX IX

RESEARCH AUTHORISATION FROM DISTRICT EDUCATIONAL OFFICER IMENTI- SOUTH

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegram: "ELIMU" Imenti South
Telephone: 064-51132
Email: deoimentisouth@yahoo.com
When Replying please quote
Ref.: IMS/GEN/47/55

DISTRICT EDUCATION OFFICE
IMENTI SOUTH DISTRICT
P.O BOX 461
NKURU

25th April, 2014

ALL HEAD TEACHERS
NKUENE DIVISION

RE: RESEARCH AUTHORIZATION
MWANGI BENADETTE WAIRIMU

This is to confirm that Mwangi Benadette Wairimu, a graduate student at Kenyatta University has been authorized to conduct research on
"Head Teachers role in curbing pupils dropouts in public Primary Schools in Nkue Division, Imenti South District"

Please accord her the necessary assistance.

B. W. NJOROGO
FOR: DISTRICT EDUCATION OFFICER
IMENTI SOUTH DISTRICT