

**STRATEGIES EMPLOYED BY SCHOOL ADMINISTRATORS TO ALLEVIATE
WASTAGE IN TRANSITION FROM PRIMARY EDUCATION TO SECONDARY
EDUCATION IN KIBWEZI ZONE, MAKUENI COUNTY - KENYA**

BY

MORRIS PAUL MULINGE

BEDS/000513/312/16589

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
DEGREE IN EDUCATION OF MOUNT KENYA UNIVERSITY**

OCTOBER, 2015

ABSTRACT

Education is one of the most powerful instruments for reducing poverty and inequality and it lays a foundation for sustained economic growth. School wastage is a grave issue resulting from serious causes. There are overwhelming statistics that higher numbers of boys and girls dropout of school or repeat classes in different parts of the world. The general objectives of the study were to investigate the strategies employed by the school administrators to alleviate wastage in transition from primary schools to secondary schools in Kibwezi Zone in Makueni County. The study was guided by the following specific objectives; to identify the main causes of repetition and dropout in public primary schools in Kibwezi Zone, to establish the strategies used by public school teachers to mitigate wastage in Kibwezi Zone and to establish the strategies used by public primary school management to alleviate wastage in Kibwezi Zone. The study was guided by Social Darwinism Theory of Equal Opportunities that asserts that each person is born with a given amount of capacity which to a large extent is inherited and cannot be substantially changed. The key literature review of the study was concept of primary school wastage in transition from primary education to secondary education and the role of school administrators in mitigating wastage. The study adopted descriptive survey design. The study targeted 21 head teachers, 161 teachers and 1 quality assurance officer. Out of this target population, 16 class teachers, 7 head teachers and 1 quality assurance officer were selected using purposive and random sampling techniques. Data was collected using questionnaires for teachers and head teachers. Interview and observation schedules were used to gather information from quality assurance officers. Quantitative data were analyzed using descriptive statistics through Statistical Package for Social Sciences (SPSS). Descriptive statistics were presented by use of frequencies and percentages. Data collected through interview were examined for completeness and relevancy in order to ascertain their usefulness, adequacy and probability. Data analysis was thematic. The following are findings, of the study that majority of the school head teachers, teachers and quality assurance officers indicated that their schools experienced cases of dropouts and repetition. The major reasons cited why pupils dropout were; poverty, lack of moral support from parents and poor performance. The study exposed that pupil's repeat in classes in Kibwezi Zone because of the following reasons: poor performance, irregular school attendance and advice from teachers and parents. To curb wastage, the respondents cited the following strategies; carrying out sensitization programmes to parents on the value of education, guidance and counseling and conducting remedial programmes. The following conclusion was drawn from the study:- that, poverty, lack of moral support, irregular school attendance, forced repetition, early marriage, orphan hood, contributes significantly to primary school wastage in the zone. Strategies suggested by respondents were creating guidance and counseling in schools, adoption of remedial teaching, and adherence to automatic promotions and carrying out sensitization programmes to parents to value education and avoid charging unauthorized levies in schools.