

Role of Guidance and Counselling Programme in the Management of Drop Out Rates among Students in Secondary Schools Within Mwimbi Division, Maara Subcounty, Tharaka-Nithi County, Kenya

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Abstract

The government of Kenya has greatly emphasized on guidance and counselling right from 1976, in the Gachathi report. This led to outlawing of corporal punishment as a means of instilling discipline in schools in 2001. Guidance and counselling, besides helping discipline among students, has been known to help students with social, emotional, and psychological problems that lead to poor performance in schools which sometimes contribute to school dropout rates. The purpose of this study therefore, was to find out the perception of the role of guidance and counselling in the management of dropout rates among students in secondary schools in Mwimbi Division, Maara District, Kenya. The study used a descriptive survey in which head teachers, teacher counsellors and students were sampled out. The target population was students in the 29 secondary schools in Mwimbi division whose population was 3620 students. To ensure that the schools of various categories were represented, proportional sampling was used. The accessible population was form three students whose population was 1720 students. Out of the 29 secondary schools, 6 schools were selected. Besides the sample of students, 6 Head teachers and 6 teacher counsellors were involved in the study. Hence, the total sample size was 327 respondents. To ensure representation of students per school, simple random sampling was used. Schools were selected through stratified sampling. Head teachers and teacher counsellors, were purposively selected. Data was collected by use of three questionnaires; one for head teachers, one for teacher counsellors and the other for students. Data was analysed by use of descriptive and inferential statistics. Descriptive statistics included frequencies, means and percentages whereas inferential statistics included ANOVA. ANOVA assists in determining whether there are significant differences in the ways students, teacher counsellors and head teachers view the role of guidance and counselling in the management of dropout rates. A computer programme that is the Statistical Packages for Social Sciences (SPSS) was used to aid in data analysis. One null hypothesis was tested which showed that there is no significant difference in the head-teachers, teacher counsellors and students perception of the role of guidance and counselling in the management of dropout rates. The study recommends a revision of the guidance and counselling programmes in schools and a training policy for teachers needs to be reviewed to give teacher counsellors an opportunity to participate fully in the guidance programme to curb educational wastage.

Key words; Counselling; Drop-out rate; Guidance; Management; Perception; Program; Role; School counsellor

1 INTRODUCTION

1.1 Background Information to the Study

According to Corsini (1987), the guidance and counselling profession started in United States of America during the great Depression. It began as a means of matching workers and jobs due to increased diversity of occupants and lack of jobs, a situation to what is happening in Kenya today. Later in the mid (1950s) as Corsini noted, it was applied to all areas of human life including academic, career and personal growth and progress. Generally, students' problems which require guidance and counselling interventions have mainly been in academic, career and personal domains (MC Daniel, 1956; Makinde, 1984; Tumuti, 1985; Sindabi, 1992 & Biswalo, 1996). This implies that guidance and counselling programme in secondary schools is thus, expected to assist students develop positive attitude towards education and as a result overcome educational wastage and drop-out rates.

In Kenya, guidance and counselling has greatly been emphasized in secondary schools where most adolescents congregate (Makinde, 1984). It has been known to assist students handle social, personal and psychological problems that come with adolescence. Adolescence is a transition from child hood to adulthood. This transitional stage coupled with modern challenges afflicting the Kenyan society has created a lot of pressure on the adolescent student. This implies that guidance and counselling programme is supposed to assist students cope with school demands, influence from peers, lack of fees due to poverty in families, HIV/AIDS pandemic, Indiscipline in schools, crisis management, building self- esteem and confidence, dealing with conflicts among others. When these issues are adequately addressed through guidance and counselling, students may develop positive attitude toward education consequently, overcome educational wastage and drop-out rates in the education system. Currently, and in the past, educational wastage and drop-out rates especially among students has been quite rampant in Kenyan secondary schools. Duncan (1988), in his research in Mbeere, also reviewed that 75% of girls dropped out of school due to pregnancy and peer pressure while 60% of boys dropped out due to being compelled to repeat classes and lack of interest in academic work. It is for this reason that as early as in 1971, Kenya government recognized and reinforced the implementation of guidance and counselling programmes following the recommendations of education report (G.O.K, 1964). The objective of the programme was to provide academic, career, social and personal advice to the students. Subsequent education reports recommended the strengthening and improvement of the programme to make it more effective. For instance, the report of the National committee on Education Objectives and Policies recommended the provision of resources needed for the expansion of the guidance and counselling services (G.O.K., 1976). Furthermore, the presidential working party on the establishment of a second university recommended that the career guidance be given greater priority and developed in a manner consistent with natural needs (G.O.K., 1988).

Further, the Presidential report of the Working Party on Education and Manpower training for the next decade and beyond recommended the decentralization of the programme to district level, establishment in schools and senior teachers to be in charge. The Commission of Enquiry into the education system of Kenya recommended establishment of peer counselling services in all education and training institutions in the country and that the guidance and counselling services be offered by professionally trained and mature teachers (G.O.K., 1999). Besides, the report on Task Force on student discipline in secondary schools, recommended initiation and training of peer counsellors, and teacher counsellors in every school, few lessons for teacher counsellors, involvement of parents in counselling in schools and creation of education to coordinate guidance and counselling activities among other recommendations (G.O.K., 2001). Despite the programme implementation and subsequent improvement, there are indications that it may not have achieved its

objectives and its activities remain unclear to students, teacher counsellors, teachers and head teachers (Sindabi, 1992). This is supported by a study carried out by Akama (2003) on the implementation of guidance and counselling in some selected secondary schools in Butere Mumias district which have revealed that there are indications that students repeat classes and hence those not willing are compelled to repeat and failure to comply may lead to the students dropping out of school. In Maara District, there has been cases of students repeating classes and others dropping out of school due to indiscipline and poor academic performance, hence the need for this study to examine the role of guidance and counselling programme in the management of educational wastage and dropout rate.

2 Literature Review

2.1 Perceptions of the Role of Guidance and Counselling Programme in the management of Drop-out Rates in Schools

There are a number of well-developed Programmes for building guidance and counselling Programmes that are both organizationally sound and capable of having impact on those served. According to Robinson (1987) a good school programme does not appear suddenly. It graduates through planned stages based on the needs and the resources of the school. The first step of initiating guidance and counselling programme in secondary schools is to set up the school guidance committee, which consists of the principal of the institution, school counsellor as the secretary, any five member of staff well selected from different classes or subjects or heads of different departments, the chairperson of the parents – teachers association and career master (Mutie & Ndambuki 1999). It is the responsibility of the guidance committee to plan monthly and yearly Programmes. It should prepare the institutional plan for the guidance programme to be taken up in the school. It is also the responsibility of the committee to coordinate guidance activities and assess the work already done. Every school has a responsibility for guidance and counselling programme building and implementation.

As brought out by Mc Daniel (1956) the educational administrators in schools, who are the guidance and counselling organizers, solicit support from teachers, parents and students. They get to understand the theories under which the programme will be based on for example, student development. In schools, the students are the main recipients of guidance and counselling services, although in the final analysis, the whole community benefits from the guidance and counselling programme. The students have many needs according to Mutie & Ndambuki (1999), which include educational guidance problems where many students are not able to make decisions about educational paths, make choices between subjects, make smooth transition from home to school or from one level of learning to another, develop effective study habits prepare and sit for examinations and wait for the results, handle fear and anxiety of failure and make effective timetable. The other need for vocational guidance in which students have difficulties is choosing an occupation, preparing for it, entering it, progressing in it and getting satisfaction from their choices.

The third need/ problem among students is personal and social guidance and counselling. Some of the common person problems include: stress and anxiety, poor self- image, drug and alcohol abuse, teenage pregnancy, S.T.I's and HIV and Aids, juvenile delinquency, suicide, difficulty in making decisions and solving problems, interpersonal relationships, self – determination, law and the rights of the child (UNESCO, 1998). All these students' problems call for organized guidance and counselling. The present situation in most Kenyan schools is that there is congestion and lack of adequate facilities (Gichinga, 2005). In this case, the teacher counsellors have to use the staff rooms or a corner in the library or dining hall or even the classroom after school for the purpose of delivering guidance and counselling services. This has rendered guidance and counselling very ineffective and hence leading to educational wastage and drop-out rates among students.

The next thing in the implementation of guidance and counselling Programmes is the guidance and counselling personnel. These are the people who are involved in the programme. Collins (1987) stipulates that staffing call for assignment of responsibilities in keeping with competencies and preferences. To him, counsellors selected should be as competent as well as trained as possible. Kenyan schools in their

implementation of guidance and counselling use three general approaches. In some schools, guidance and counselling functions are assigned to selected teachers who are released from class duties for a part of each day. In others, teachers and administrators in the course of their other duties carry on guidance and counselling functions.

The third approach is where full time guidance personnel who have no teaching assignment perform the duties. These are expected to be fully specialized as specialists in counselling. Mc Daniel (1956), indicates that this is the best arrangement for the head counsellor is the coordinator of guidance and counselling services and teacher counsellors are also used. The head guidance counsellor works as the chief resource person with students referred to him /her by other counsellors. Teacher counsellor may be selected from any department although surveys indicate that the tendency is to enlist the social studies teachers. The general trend in our Kenyan schools is that teacher counsellors are appointed through various ways. One, the head of the institution uses criteria such as teacher's good class work, relationship with his/her students or some training in guidance and counselling and appoints a teacher counsellor. Two, the Ministry of education through interviews and in this case a teacher who passes the interview will be appointed. However, those with any form of guidance and counselling have an added advantage. The third way is through volunteers especially the teachers who find themselves faced by many students' issues needing guidance and counselling. A form teacher is by this virtue expected to be a teacher counsellor for his/ her class.

According to T.S.C. report (2006), there are 920 trained teacher counsellors. This shows that not every school that has a professionally trained teacher counsellor. According to Mc Daniel (1956), Biswalo (1996), Fuster (1988), and Mutie and Ndambuki (1999), the teacher counsellor should manifest the following characteristics; self-knowledge or personal maturity, compensate empathy, knowledge about theories personality and psychology, trustworthiness, good psychological health, honesty, warmth, ability to be objective, patience, unconditional positive regard for others, tactfulness, tolerance, resourcefulness, genuineness, ability to listen, ability to work with others in school and the community, for proper implementation of guidance and counselling in schools and hence management of educational wastage and drop-out rates.

Guidance and Counselling Programmes are mainly performed in two forms: the individual counselling and the group counselling. According to Fuster (1988), individual counselling is a one to one relationship between the client and the counsellor. According to Goldenberg (1983), and Mahler (1969), individual intervention is preferred when the client is in a crisis, the client has a limited awareness of his behaviours, feelings and motivation, client needs attention and recognition that is so great that would disrupt the group process, client is extremely fearful of speaking in front of others. The client's problem needs include; extreme depression or withdrawal, deviant sexual behaviour, paranoia, lack of contact with reality, (schizophrenia), brain damage, hypochondria, socio-pathy, narcissism, and drug and alcohol abuse. The above are all classes of individual therapy. Therapy refers to severe emotional problems, although it can be used to mean counselling. When counselling students, we deal with everyday social problems that boarder on neurosis. In a school setting what the teacher counsellor does in counselling for example in cases of personal problems, hygiene, academic problems, life values and stalls. These are the problems that the client is aware that he has a problem and needs to do something about it.

Group counselling can be used with larger group or smaller groups of 5 – 8 members. Slavson (1934) introduced the concept of small group therapy, where he believed that free associative catharses could occur, varied interpretation given and insights could be acquired. There are various types of groups used in counselling – group counselling therapy, support groups, psycho educational, psychodrama to mention but a few. These can be applied in school setting, for example, HIV students can be handled in support groups, or those students who smoke and take alcohol. Group counselling has its own advantages as poised out by Collins (1998). According to Goldenberg (1983), in groups clients can put their problems in perspective, they develop positive self-image, develop sensitivity or understanding to others, can practice new communication skills, they are economical and effective in helping individuals who have the same problems, they foster universality among members (members feel they are not alone, unique or abnormal in their problems of concern).

In a school setting, group counselling can be done at an assembly, at class level, at subject level etc. Groups in career counselling can be used to disseminate information, teaching, practice (role play), attitude

development, exploration, assertiveness training and also in encounter and sensitivity groups. Types of guidance and counselling found in schools include; Peer counselling, teacher counselling and specialized counselling that is conducted by a professionally trained counsellor (Gichinga, 2005). In most schools, peer counsellors have been trained and are better at times in handling their colleagues. Peer counsellors refer cases to their teacher counsellors in case of their difficulty. The teacher counsellor is supposed to consult professionals and counselling agencies in the community. This can be a channel for helping students in their day-to-day challenges and as a result curb educational wastage and drop-out rates.

According to the master plan of Education and training, total enrolment in secondary schools in rose from 609200 in 1989 to 658253 in 1996. The document sighted high drop-out rate is one of the contributing factors to low enrolment. Using the 1993 cohort, it documented that between form two and form four 11% of boys and 14% of girls dropped out of school (Republic of Kenya, 1998). Retention rate in secondary is still a big problem in Kenya for 10% of the students who enrolled in form one in 2000 reached four in 2003 (Eshiwani, 1993) This shows high drop-out rate of students within four years. Hence, the need to establish the role guidance and counseling has played in the management of educational wastage and drop-out rate.

According to Gichinga (2005), students' drop out is caused by problems like; peer pressure, lack of employment for those who complete schools, poor background, poor role models, chronic truancy, bullying or fear of certain teachers, congested curriculum, that is, many subjects among other challenges. According to Olweya (2002), teenage pregnancy is a common reason why girls drop out of school. Mbunda (1983), in his study on truancy and drop out in Pangani District in Tanzania, observed that girls drop out of school to get married so that their parents or guardians may receive dowry. Nderitu (1987), in his study on causes of drop out in secondary schools in Gichugu Division, Kirinyaga District identified factors leading to drop out as; finances, indiscipline, lack of appropriate teaching and learning resources and undue repetition. Rono (1990), identified differences in sexes, level of aspiration, attitude and parental level of education, school type, category and quality are some of the most variables causing drop out in Nandi District. Mugenda (1997), in her study on drop-out rates in secondary schools in Shinyalu Division of Kakamega District indicated that studies on drop out have only covered a few district of the country. Having looked at the above views it is of paramount importance to examine the role of guidance and counseling in the management of educational wastage among students in secondary school in Mwimbi Division.

2.2 Theoretical Framework

The study is based on the social learning theory and the cognitive response theory.

2.2.1 Social Learning Theory

According to Corey (1990), this theory was developed by Albert Bandura. The principles of social learning theory are; imitations, role –modelling and reinforcement. The theory emphasizes that behaviour is learned and can be unlearned. A person learns good behaviour only if exposed to good model that are reinforced by appropriate behaviour. This theory has its origins in the behavioural theory of Ivan Pavlov (1889-1936) and B. F. Skinner (1904 -1990). So, behaviour like laziness that leads to repetition of a class or indiscipline that leads to dropping out of school could be as a result of the models in the society. For instance, if a girl drops out of the school and is married by an affluent person, it can encourage others to do the same. This means that others are reinforced by the affluence and comfort enjoyed by those outside. Observational learning can be positive or negative. For example a girl whose mother dropped out of school to get married might emulate such behaviour.

2.2.2 Cognitive Response Theory

This theory seeks to understand attitudes and attitude change process by understanding the thoughts people generate as a result of being given some information. The key assumption of the cognitive response view is that people are active processors of information which generates cognitive responses to messages but not just passive recipients of the messages that they happen to be exposed to (Taylor, Peplau & Sears, 1997). This implies that when students receive information concerning Guidance and counselling, that information is cognitively processed, perceived, then liked or disliked. Students may like guidance and counselling depending on what they think about the teachers, their parents and the program in general. If what they are told is not what others do, then it will lead to educational wastage and drop-out rates. On the other hand if they like it, they will use it in their everyday life hence shunning behaviour like laziness, smoking, sexual relations that may lead to educational wastage and drop-out rates. Again, the cognitive process and perception is likely to be achieved by individual’s personal characteristics. These two theories, social learning and cognitive response have major implications for the present study in that they all guide the investigations of the role of guidance and counselling in the management of educational wastage and drop-out rates.

2.3 Conceptual Framework

This section shows the independent, intervening and the dependent variables used in the study.

Figure 1: gives a detailed summary of the interrelations of the study variables explained in the theoretical framework.

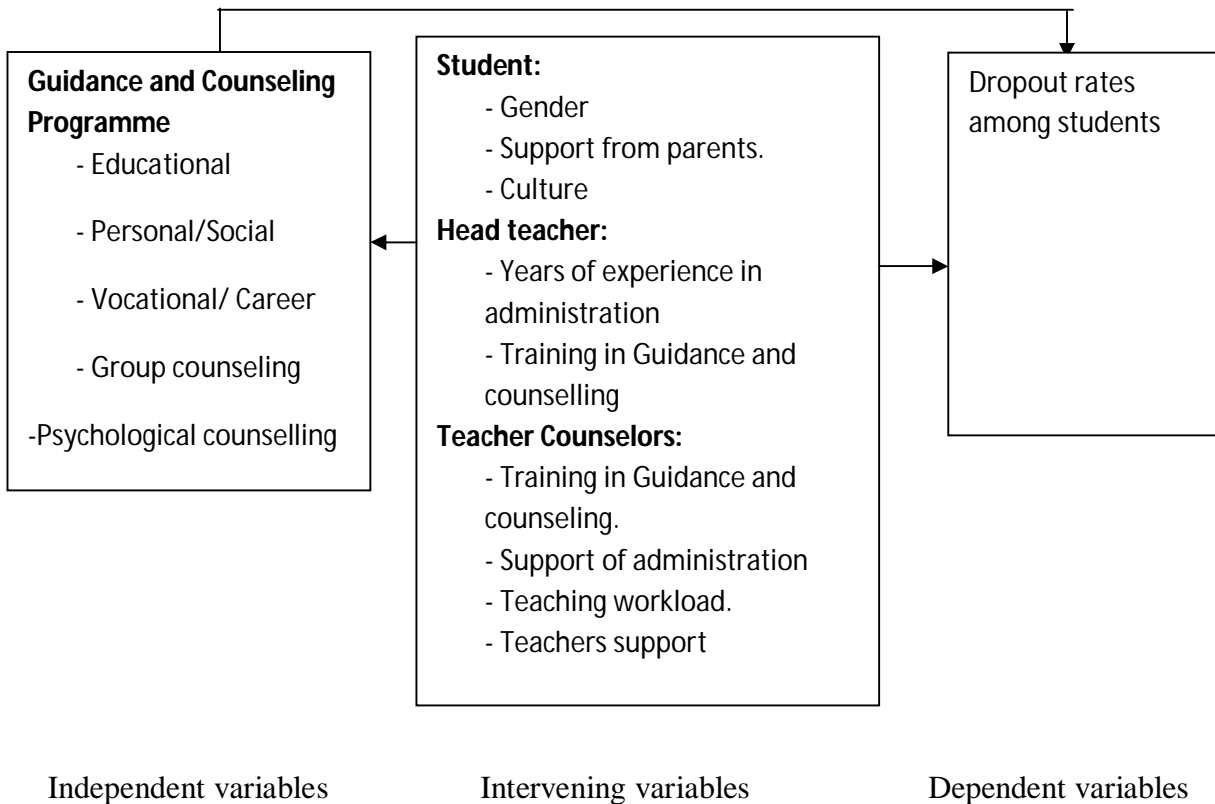


Figure1; Role of Guidance and Counselling Programme in Management of Dropout Rates

In the figure 1, guidance and counselling Programme denotes the independent variables in the study and schools management of educational wastage and drop-out rates among students denotes the dependent variables. To control educational wastage and drop-out rates, the independent variables must be applied appropriately and if not so, then education wastage and drop-out rates will be on the increase. Hence, the independent and dependent variables are modified by the intervening variables such as student's gender, parental support, teacher counsellor, teaching load, training, and head teachers' experience in administration and training in guidance and counselling.

3 METHODOLOGY

3.1 Research Design

The study used the descriptive survey design. According to Mugenda and Mugenda (1999), this design deals with incidence distribution and relationships of educational, psychological and sociological variables. No variables are manipulated but they are studied, as they exist in a natural setting. Hence, in the present study, there was no manipulation of variables. However, the researcher described what was already in existence, which is the role of guidance and counselling in the management of educational wastage and drop-out rates among students. Therefore, the researcher only described the role which has been played by guidance and counselling programme in the management of educational wastage and drop-out rates among students in Mwimbi Division, Maara District.

3.2 Sampling Procedures and Sample Size

Out of the 29 secondary schools in the Division, 6 schools were selected. Two mixed schools, two girls' schools and two boys' schools were sampled by use of stratified sampling. Proportional sampling was used to ensure representation of all students. Purposive sampling was used to get the sample size for head teachers and teacher counsellors in the selected schools. A sample size of 315 students was obtained as indicated by Kathuri and Pals (1993) as shown in appendix D. A sample of 6 head teachers and 6 teacher counsellors were involved in the study. The total sample size was 327 respondents.

3.3 Instrumentation

Data was collected by use of three questionnaires, one for students and the other two for teacher counsellors and head teachers. Each of the questionnaires had three sections; section one had six questions and section two had twenty questions and section three had four. Items were closed ended and open ended. Gall, Borg and Gall (1996) points out that; questionnaires are appropriate for studies since they collect information that is not directly observable as they inquire about feelings, motivation, attitudes and accomplishment as well as experiences of individuals. Gall et al (1996) also observes that questionnaires have added advantage of being less costly and using less time as instruments of data collection. In addition, questionnaires are more commonly used in quantitative research as their standardized highly structured design is compatible with this approach. The information was both quantitative and qualitative. The scoring for the Likert scale items ranged from strongly agree (5 scores) to strongly disagree (1 score) depending on the respondents' responses. The questionnaires had been adapted.

3.4 Data Collection Procedures

In order to carry out the research, the researcher sought permission from the NCST. Once permission was granted, the researcher proceeded to the schools where permission was sought from head-teachers, in order to access the teachers and students. The researcher visited the selected

schools and personally administered the questionnaires to the students, teacher counsellors and head teachers of the selected schools. The researcher visited the selected schools and introduced herself to respondents before administering the questionnaires. To ensure high rate of return, questionnaires for students were administered and collected on the spot while those of the head teachers and teacher counsellors were given at least a week to complete depending on their schedules. Those of the head-teachers took at least three weeks and those of the teacher counsellors took two weeks. The whole process of data collection took a month

3.5 Data Analysis Procedures

The data collected from questionnaires were qualitative and quantitative. This quantitative data was obtained from closed-ended items whereas qualitative was obtained from open ended items (Mugenda & Mugenda, 1999). Quantitative data generated from the Likert scale based items was analysed by use of inferential statistics. The responses received from questionnaires were coded to generate data that was organized, tabulated and analyzed using frequencies and the inferential statistics. The ANOVA method of data analysis was used to analyse data. The computed statistics were tested for significance at the 0.05 level of significance. Care was taken by the researcher to note the number of times that views were expressed and the number of respondents expressing similar views. This formed the basis for drawing conclusions. Qualitative data was generated from the open-ended questions were organized into themes and categories and patterns pertinent to the study. Qualitative data generated from the open ended item was analysed by categorising into themes and concepts. Statistical Packages for Social Sciences (SPSS) was used to aid in data analysis.

4 Results and Discussions

4.1 Distribution of the Study Population

The study was conducted in secondary schools in Mwimbi Division Maara District. Six secondary schools were sampled from the Division as shown in table 1.

Table 1: Distribution of the study population among the sampled schools

School	Students		Teacher counselors	Head teachers
	Males	Females		
Mixed schools	50	50	2	2
Girls schools	-	105	2	2
Boys schools	110	-	2	2
Total	160	155	6	6

Table 1 above shows distribution of the population of students', teacher counsellors' and head teachers' involved in the study. From the table a total of 315 students, 6 teacher counselors and 6 head teachers were sampled. Hence a sample of 327 respondents was used. Total sample size for males was 160 and that of females was 155. This shows little gender imbalance in student's enrolment in the division as shown in Table 2

Table 2: Students' enrolment samples by school

School	Enrolment		Sample	
	Boys	Girls	Boys	Girls
Mixed schools	405	402	50	50
Girls schools	-	865	-	105
Boys schools	850	-	110	-
Total	1255	1267	160	155

Table 2 shows distribution of the student's distribution in the sampled schools. There is little gender imbalance in the schools. Also, the population of boys is slightly higher than that of girls. This can be explained by the cultural beliefs of the division under which the study was conducted. The results therefore indicate that a few people still hold on the belief of educating more boys than girls. This contradicts Gichinga (2005) views that all children are important and equal in every family.

4.2 Demographic characteristics of Teacher Counselors.

The number of female counselors was 3 and male was also 3. This shows an equal percentage of 50%. Table 3 shows this distribution.

Table 3: Teacher counselors' demographic characteristics

Gender	Frequency	Percentage
Male	3	50
Female	3	50
Total	6	100

The number of female counselors was three and male was also three. This shows there is gender balance in the employment of the teacher counselors in the schools in the division of study. Hence, the equal percentage of 50 for the two genders. This implies that both boys and girls are made aware of the role of guidance and counseling in the management of the educational wastage and dropout-rate. It also indicates male and female issues are catered for evenly. Gichinga, (2005) says that adolescents at the age of fifteen to eighteen require a lot of counseling on developmental and sexuality related issues. Table 4(a) shows clearly how gender sensitivity is considered.

Table 4(a): Demographic Characteristics of Teacher Counselors

Gender	% of counselors
Male	50
Female	50
Total	100

This Table 4(a) shows equal number of female teacher counselors and male teacher counselors. This is an indication that every gender is taken care of properly in guidance and counseling. So issues that require male teacher counselors or female teacher counselor are tackled adequately. This is supported by Gichinga (2005) when she says that there are some issues that may require either male counselors or female counselors. This is due to the fact that some students may be free with either of the gender.

Table 4(b): Distribution of headteachers.

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	4	66.7
Female	2	33.3
Total	6	100

Table 4 shows the distribution of the sample of head-teachers in the division. The number of female head-teachers was two and that of male was four. This shows a percentage of 33.3 for females and 66.7 for males. This shows a gender imbalance in the headship. This could explain the cultural belief of the location under study that the males are born leaders unlike the females. Men are looked at as better leaders than women. This explains the fact that there are more men head-teachers than women.

Table 5: Causes of Students Dropouts Rates

Causes	Frequency	%
Family conflicts	250	90.6
Early pregnancy	238	86.2
Cultural practices	228	82.6
Drug and substance abuse	218	78.9
Peer Influence	215	77.9
Lack of school fees	212	76.8
Laziness	209	75.7
Poor role models	206	74.6
Poor academic performance	202	73.2
Lack of basic needs	196	71
High handedness of adm	180	65.2
Conflicts with others	160	58
Long/Terminal illness at home	150	54.3
Delinquency and disobedience	148	53.6
Bereavement	146	52.9
Lack of syllabus coverage	145	52.5
Child labour	128	46.4
Family background	120	43.5

Results in Table 5 show that the most common cause of students drop out rates in schools as reported by the respondents was family conflicts (90.6%), early pregnancy (86.2), drug and substance abuse (78.9%), peer influence (77.9%), lack of school fees (76.8%), laziness (75.9%), poor role models (74.6%), poor academic performance (73.2%) and lack of basic needs (71.0%). In general, all the above causes of dropout rates were rated above 43.5%. This shows the need for school administrators to address the above discipline and academic performance of students in secondary schools. Mutuma (2012) in his study in Nigeria on relationship between guidance and counselling and students drop out rates, noted that student's retention in school counts so much in their academic performance. Retention also assists in the management of learners' discipline. Mutuma (2012) emphasizes that students whose parents are always in rivalry, practice bad cultural practices, experienced early pregnancy and practice drug abuse can easily drop out of school.

Also, Messies (2016) established that there were many factors that cause students drop out in secondary schools among which include; laziness, poor academic performance conflicts with others and bereavement.

Table 6: Ways of Curbing Dropout Rates

Causes	Frequency	%
Intensifying Guidance and counselling in school	262	94.9
Strengthening peer counselling	258	93.5
Providing feeding programme to learners	254	92
Sponsoring the underprivileged	249	90.2
Reducing the subjects / workload	246	89.1
Ensuring education is affordable in all schools	242	87.7
Eradicating bad cultural practices	238	86.2
Banning comparing performance among schools	234	84.8
Establishing boarding schools in ASAL	231	83.7
Discovering high handedness among teachers	228	82.6
Meeting parents for guidance and counselling	224	81.1
Using sponsors (well-wishers) to assist needy students	219	79.3
Inviting specialists to speak to learners.	216	78.3
Using the local leadership for enforcement.	212	76.8

Results in Table 6 indicate that the highest modes of curbing dropout rates include; guidance and counselling (94.9%), strengthening peer counselling (93.5%), providing feeding programme (92.0%) and sponsoring the under privileged (90.2%). In general, the above ways of curbing dropout rate are above 76.3%. According to Kirimi (2015) in his study in Germany on the effects of dropout on the economy, he points out that there are a variety from one locality to another. Most of the ways employed in Germany include; use of local leaders to follow up children of school going age, reducing workloads and ensuring all students are day scholars. Kenson (2011) in his study in Botswana on strengthening academic performance in public schools, emphasizes that curbing dropout rates is a major issue in ensuring a hundred percent translation form one class to another.

4.3 Perception of Head-teachers, Teacher Counselors and Students on the role of Guidance and Counseling Programme in the Management of Dropout rates.

Hypothesis two of the study indicated that there is no significant difference in the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling programme in the management of dropout rates among students in secondary schools within Mwimbi Divisions, Maara District. To aid in testing this hypothesis ANOVA was done. Table 6 gives details of the analysis.

Table 6: ANOVA on perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling programme in the management of dropout rates.

	Sum of squares	Df	Mean squares	F	Sig.
Between groups	8.128	2	4.064	0.4396	0.207
Within groups	619.690	27	22.963		
Total	627.818	29			

Hypothesis two of the study was to determine the significant difference in the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling in the management of dropout rates. From the table, it is very vivid that the P-value (0.207) is greater than the alpha value of (0.05). In this regard therefore the null hypothesis that stated that there is no significant difference in the perception of head-teachers, teacher counselors and students on the role of guidance and counseling programme in the management of drop-out rates among secondary schools students within Mwimbi Division, Maara District is accepted. This is because the perceptions that the head teachers, teacher counselors and students are not quite varied or different. Any significance could only be due to chance. These findings of the study agree greatly with the views of Nderitu (1987) that the causes of similar views on the role of guidance and counseling is as a result of knowledge on the part played by guidance and counseling programme in institutions. However, these views are supported by Dondo (2005) when he says that guidance has been fully implemented the stakeholders of the institutions need not to differ in opinions on the significant role played by guidance and counseling programmes. The similarity in the respondents' views is an indication that guidance and counseling programmes probably has fully been embraced and hence helps in the management of dropout rates among secondary school students. So then a lot of awareness needs to be created to the head-teachers, teacher counselors and students to maintain these views. This depicts the need for more workshops and training programmes to the head-teacher, teacher's counselors who would impart the knowledge to the students. This can imply that the schools must spent a little more money in ensuring that the guidance and counseling programme skills are imparted to all or strengthened.

Many other authors support these causes of dropout and have pointed out various reasons that cause students to drop-out of school. According to Olweya (2002), teenage pregnancy is a common reason why girls drop out of school. Mbunda (1983), in his study on truancy and drop out in Pangani District in Tanzania, observed that girls drop out of school to get married so that their parents or guardians may receive dowry. Nderitu (1987), in his study on causes of drop out in secondary schools in Gichugu Division, Kirinyaga District identified factors leading to drop out as; finances, indiscipline, lack of appropriate teaching and learning resources and undue repetition. Rono (1990), identified differences in sexes, level of aspiration, attitude and parental level of education, school type, category and quality, lack of guidance and counselling are some of the variables causing drop out in Nandi District.

The open-ended questions on the causes of dropout rates among students were categorized into themes and concepts. Some of the causes highlighted by head-teachers included social economic problems, congested curriculum, lack of fees, drug and substance abuse, low parental level of education and aspiration, type of school, negative attitude towards teachers and studies, stress and depression, lack of self esteem, fear of teachers, teenage pregnancy and indiscipline among students and failure to take guidance and counseling seriously. Dondo (2004) highlights poor role models, indiscipline, lack of self esteem, negative attitudes towards teachers and studies as some of the

causes. This means that he agrees the causes enumerated by head-teachers lead to student dropping out of school hence require guidance and counseling to be corrected.

The result of the study also indicated that teacher counselors had almost the similar causes of school dropout rates. The few that differed with these of the head-teachers involved; lack of proper guidance and counseling programmes, parents irresponsibility and poor family backgrounds. On the side of students they highlighted the following as the causes of dropout rates among students in the division; lack of freedom, harassment by administration, parents failure to understand them, orphanage, indiscipline, drug abuse, poor relationships, negative attitude towards teachers and studies, truancy, bullying in schools, peer pressure and alcoholism. All these can be easily addressed through a proper guidance and counseling programme. This implies the head teachers, teacher counselors and students must take guidance and counseling with all the care it deserves.

As a summary, the most recurrent causes of the school dropout rates as brought out by head-teachers, teachers counselors and students are as follows; indiscipline, parental irresponsibility, lack of freedom, peer pressure, drugs and substance abuse, lack of self esteem, lack of motivation and goal setting, truancy, bullying, poor family backgrounds and negative attitudes towards teachers and studies (Dondo, 2005). These views are also highly supported and also by Gichinga (2005) when she says that dropout rates are enhanced by problems like peer pressure, poor background, poor role models, chronic truancy, bullying or fear of teachers and congested curriculum whose treatment is proper implementation of guidance and counselling . According to Simmons (1980) poverty is a major cause of student's dropout or failure to complete school. He says that many parents may discourage their children from attending school because of punishing them severely for poor academic performance.

Gichinga (2005) highlights remedies to school dropout rates as, guidance and counseling programme strengthening, dealing stringently with bullies and getting rid of traditional beliefs about girls and women which discourage investment in their education.

5 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

Based on the findings of this study which were discussed in the previous chapter the following summary was made:

- i. There is no significant difference in the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling in the management of dropout rate.
- ii. Causes of dropout rates include lack of proper guidance and counseling, congested curriculum, drug and substance abuse, peer pressure among others.

5.2 Conclusions

The study has obtained information that prove that the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling programme have influenced the management of educational wastage and dropout rate of secondary school students in Mwimbi Division, Maara District. The following conclusions can therefore be made from the findings of this study:

- (i) In this study, Hypothesis two stated that; there is no significant difference in the perceptions of head teachers, teacher counselor and students on the role of guidance and counseling in the management of dropout rates. The results have revealed that there is no significant difference in the perceptions of head-teachers, teacher counselors and students on the role of guidance and counseling in the management of educational wastage. This could be due to the fact that the rate of class repetition is almost the same in the various school categories. This is caused by the fact that all schools do not emphasize academic performance and excellence at the expense of guidance and counseling. Hence importance of guidance and counseling in the management of educational wastage as been brought out by their similar perceptions.

- (ii) A lot of emphasis should be put in guidance and counseling programmes in all schools hence the need for intense training of head teachers, teacher counselor and students on the role of guidance and counseling. Also funds to be availed to maintain and strengthen the programme.

5.3 Recommendation

- i. The Ministry of Education should ensure that there is more training and exposure to guidance and counseling programme among head-teachers, teacher counselors and students. This exposure and self awareness could be done through seminars, workshops and training.
- ii. The ministry of education could also emphasize more on training of head-teachers and teacher counselors to help the students understand the role of guidance and counseling more.
- iii. The teacher counselors could have a reduced work load so that they have time to deal with the students need that require guidance and counseling The ministry could also avail grants, study leave with pay and other incentives to those willing to train in this field.
- iv. Guidance and counseling programmes existing in schools should be reviewed and upgraded to concur with modern concepts and practice of guidance and counseling to cater for the uprising needs in schools that lead to school dropout and educational wastage.

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