Influence of School Administrative Practices on Pupils' School Drop-Out: Public Primary School Adminstrators 'Perspectives in Muhoroni Sub-County, Kenya

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ABSTRACT

In Kenya the cumulative dropout rate in primary education have been as high as 37 percent between standards 1 and 7.The survival rate at primary level has been low at 40 percent. However in Muhoroni Sub-County the high enrolment rate was short lived. The purpose of this study was to find out the influence of school administrative practices on pupils' school dropout in public primary schools in Muhoroni Sub-County. The specific objectives were: to establish the levels of school administrative practices; to determine the pupils' school dropout rate; and to establish the extent to which school administrative practices contributed to pupils' school dropout.The results established the level of practice of the school administrative practices in the sub-county at 40.2% (mean = 2.352, SD = 0.815). The overall pupils' school drop-out was determined at 22.7% (grade 1 = 30.4%, grade 2 = 24.2%, grade 3 = 19.7%, grade 4 = 16.9%, grade 5 = 16.3%, grade 6 = 15.8%). The school drop-out peaked both at the commencement (27.3%) and the end (28.3%) of academic years. School administrative practices predicted school drop-out at 24.2% (ANOVA results:$F\ (65) = 1.274\ P\ < 0.05$) and correlated it at $r = -0.124\ p\ < 0.05$. Content validity of the questionnaires was assessed by experts while reliability through internal consistency (α = 0.822). Data was analysed using frequencies, percentages, multiple regressions and Pearson's moment correlation and presented using figures, tables, bar graphs, line graphs and normal Q-Q plots.In conclusion, school administrative practices formed reliable predictors and correlates of school drop-out rates. It was recommended that school drop-out rates should be studied not only on the administrative practices basis, but also by considering non-administrative factors.

Keywords: Dropout, retention rate, survival rate.

BACKGROUND

The economy of a country cannot be realised without education .Education is considered a means to achieve other ends (Ball, 2017). An informed population is the cornerstone of democracy. This country's well-being depends on the decisions of its educated and informed citizens hence education cut down costs to taxpayers which makes it a powerful instrument (World Bank, 2002).

This justifies the reason why numerous global organizations insist on equal and global access to quality education (UNESCO, 2017).While there are efforts to guarantee access to education, dropping out of school is an evident threat (UNESCO, 2017). In the United States of America, school dropout has been called a "crisis, and even an "epidemic, or "catastrophe" (Larry, 2015). In the USA, though the dropout rate has fallen 3% from 1990 to 2010, still every year, over 1.2 million students drop out of high school and about25% of high school freshmen fail to graduate from high school on time (Harris, 2013).Against this challenge, school leaders proposed a wide range of reforms to reduce the dropout rate and ensuring that more high school students graduate on time and with the skills necessary to succeed in college, work and life (Green, 2011).

In Europe, the school dropout rate was at 14.4% in 2009 with Romania registering the highest school dropout rate of 19.1% (Andrei, 2017). In Asia, the situation is not so different from the rest of the world. For example, in China dropout rate in rural schools is about 40% and the reason of dropout is that students are unhappy with their studies (Jesy, 2017).So, students' dropout their school to fulfill their financial needs. Another reason of

students' dropout is that some parents are not interested in education for their children. Dropout rate in Bangladesh is also high where for instance for the year 2005 to 2006, 1.7 million students were enrolled in secondary education level but about 0.7 million students' dropouts, (47%) without completing their secondary education and higher secondary education examination in 2007 (Popp, 2011).

In April 2000 another meeting that involved 164 countries was held in Dakar, Senegal. This meeting came with six Education for All (EFA) goals (Rena, 2009).Among six goals was a complete free and compulsory primary education. Kenya is a signatory to this declaration and over the years has put a number of policies to ensure that goals of Universal Primary Education are achieved.

The latest edition of the Global Education Digest (2020) reveals that Africa has the world's highest drop-out rate. In effect, 42% of African school children will leave school early, with about one in six leaving before Grade 2. In a recent survey of UIS data (Bruneforth, 2018) on Burkina Faso, Ethiopia, Kenya, Mali, Mozambique, and Namibia on the characteristics of children who drop out of school, several conclusions were drawn.

Attaining UPE will ensure that all Kenyan children eligible for primary school have an opportunity to enrol and remain in school, learn and acquire basic education and training (Republic of Kenya, 2004).Eshiwani (2018) noted that the task of coordinating them is the responsibility of the principal and it requires many skills if he is to do the job well. When principals run their institutions well, they avoid unnecessary transfers of teachers due to personal interest, students perform well in examinations because they are motivated due to confidence they have in school and teachers. Teachers avoid absenteeism both in class and in school, teaching equipment are available, students obey teachers and subordinate staff and there is no misuse of public funds and school properties. This ensures that students are retained in school since they are motivated by their performance (Ayot, 2017).

Table 1: Projected completion rates at primary schools in Kenya

Year	**Girls**	**Boys**	Total
1980	-	-	36.7
1985	-	-	60.1
1990	40.5	45.7	43.2
1995	42.1	43.0	42.6
1997	45.8	46.3	46.1
2000	48.1	45.4	47.0
2005	52.0	44.9	48.7
2010	56.4	44.7	50.5

Source: *Adapted from Abagi&Olweya 1996*

METHODOLOGY

This chapter highlighted the various methods and procedures the researcher adopted in conducting the study in order to answer the research questions in the first chapter. The chapter was organized in the following structures: the research design, area of study, study population, sample and sampling procedures, instruments for data collection, rationale for selection, validity, reliability, data collection procedures, data analysis procedures.

Research design

Descriptive survey design was adopted for this study .It was suitable because in this study the researcher

collected data in order to answer questions concerning the current status of dropout in primary schools as a result of administrative practices. This research was designed to investigate current status and nature phenomenon (Kasomo, 2007).In order to get this information the researcher would gather data from different categories of respondents so as to describe nature of the problem investigated and due to the large number of respondents. Samples would be drawn from the population (Kerlinger, 2002).

Area of study

The study was conducted in Muhoroni Sub-County which forms part of the larger Kisumu County .This only focused on only public primary schools in Muhoroni Sub-County. Its geographical coordinates are $0^{0}90'0"$ South, 35012'0" East. Based on learning institutions, this area has 115 primary schools. It is divided into six primary zones,Chemelil zone which has got 19 schools,Menara zone has 23 schools,Ombeyi zone has 19 schools,Nyangoma has 19 schools, Masogo has 17 schools and lastly Miwani has 11 schools.

Study population

The population for the study comprised of public primary head teachers and their deputies in Muhoroni Sub-County. According to the Ministry of Education (1994), all primary schools which are developed, equipped, and provided with staff from public funds by government, parents and communities are considered to be public schools. Muhoroni Sub-County comprise of 115 schools which consists of 115 head-teachers, and their deputies forming the sample frame upon which the study was based.

Sample size

A sampling frame is a list of elements from which the sample is actually drawn and closely related to the population (Kombo and Delno, 2006).Sampling is a research techniques used for selecting a given number of subjects from a target population as a representative of the population (Wolverton, 2009). Based on this argument,30 percent of the target population was used (Mugenda&Mugenda,2003) which represented study a sample of 33 head teachers and 33 deputy head-teachers simple random sampling was used to select head teachers and deputy head teachers.

Sampling technique

The study usedsimple random sampling technique to collect data from the head-teachers and deputy head-teachers in the selected public primary schools in Muhoroni Sub-County. The education zones with smaller size number schools will be sampled at 40 percent while those large population size will be sampled at 30 percent (Cochran,1977;Lohr,2019).A total of 115 schools were considered for research meaning a sample size of 43 schools will be used for conducting the research which is universally good for all research (Fraenkel et al,2012)).

Table 2: Sample sizes based on zones

Education zones	Total Number	No. selected	Percentages
Chemelil	20	6	30
Menara	25	8	30
Ombeyi	19	8	40
Nyangoma	19	8	40
Masogo	18	7	40
Miwani	14	6	40

Data collection procedure

The permission to proceed to the field was sought from the National Council for Science and Technology (NACOSTI) in the Ministry of Education through School of Graduate Studies (SGS) .The researcher sought

the assistance from the head-teachers and their deputies of primary schools in Muhoroni Sub-county through Sub-County Education Officer. The researcher arranged to visit the sampled schools and in each station the respondents were briefed on the essence of carrying out this research before issuing them with questionnaire.

Instruments for data collection

The instruments for data collection were questionnaires which were given to both the headteacher and Deputy headteacher

Document analysis

This included perusal of documents that were available in the schools inorder to ascertain the accuracy of some of the information given in the questionnaire .This included going through such documents like copies of Education Management Information System (EMIS) forms, class register and text book issue list among others.

Validity & Reliability of the instruments

Validity is the extent to which the study instruments captured what they purport to measure (Cooper and Schindler, 2006).To ensure that the instruments developed measure what they are supposed to measure. Two experts from the Department of Education Foundation of the University were requested to assess the content validity of the questionnaire and document analysis guide.

Reliability refers to how consistent a research procedure or instrument is (Bryman, 2008).It therefore means the degree of consistency demonstrated in a study. This was carried out so as to ensure that the instruments gaveaccurate, stable, predictable, dependable and consistent results (Kerlinger,2002).Once the questionnaire have been constructed, pre-test piloting was carried out in 11 schools in Nyando Sub-County (to represent 10%) the total population (Kasomo,2007) before the beginning of the actual research and data collection to help identify ambiguous,nuclear questions and many other deficiency that may pose a problem to the respondents. The deficiencies experienced from the pilot survey assisted in making adjustments in the instruments that were finally used in data collection.Cronbach alpha for internal consistency was found to be $\alpha = 0.822$.

Pilot Testing of the Instrument

Pilot testing was done at selected primary schools Nyando Sub-County which were not part of the study area. Simple random sampling was used to generate a sample of 36 schools, from which their head teachers and the deputy head teachers were administered with questionnaires to test the validity and reliability of the instrument. The data obtained from pilot testing wasanalysed through descriptive statistics analysis to generate cronbach alpha in SPSS. The duration of this exercise was two weeks.

Data analysis Procedures

Data was analysed using frequencies, percentages, multiple regression analysis and Pearson product moment correlation. Data was presented using figures, tables, line graphs, bar graphs and normal Q-Q plots.

Quantitative data analysis

According to Wolverton(2009) descriptive analysis involved a process of transforming a mass of raw data into tables, charts, with frequency distribution and percentages, which are a vital part of making sense of the data. This will involve computation of dropout rate between the grades for the period 2024.

Qualitative Data Analysis

This involvedcontent analysis of the open ended responses derived from the key informants. Content analysis is the most common form of analysis in qualitative research (Kombo and Delno, 2009).The information

collected through the open ended questions were transcribed into emergent themes and sub-themes and reported. The frequency of the themes and sub-themes were translated in percentages for presentations and interpretation (Welmann&Kruger, 2003)

Ethical Considerations

According to Wolverton (2009), the researcher has to be careful to avoid causing physical or psychological harm to respondents by making embarrassing and irrelevant questions, threatening language or making respondents nervous

RESULTS

This section reported the findings, discussion of the findings and the interpretation of the results. This section was done based on the three objectives of the study: to establish the school administrative practices in Muhoroni Sub-county, to determining the pupil's school drop-out rates in Muhoroni Sub-county, and to establish the extent in which school administrative practices contribute to school drop-out rates in Muhoroni Sub-county.

Respondents' Response Rate

A response rate is defined as the percentage of the eligible sampled elements of the target population who provide usable data for the analysis (US Government Accountability Office, 2017). According to GAO Internal guidance Resource (2017), the response rate can be computed using the formula:

$$Response\ Rate = \frac{Usable\ Responses}{Eligible\ Sampled\ Elements}$$

The present study adopted and used this formula to compute the respondents' response rate as tabulated in table 3

Table 3: Response Rates

Respondents	Eligible Sampled Elements	Usable Response	Response Rate
Schools	43	43	100%
School Administrators	86	66	77%

The schools' response rate for the combined response stood at 100% while the school administrators' response rate stood at 77%. The response was adequate for the study because it was above the 50% bench mark rate proposed by US Government Accountability Office (2017). This high response rate enhanced the validity and reliability of the study.

Demographic Characteristics of Respondents

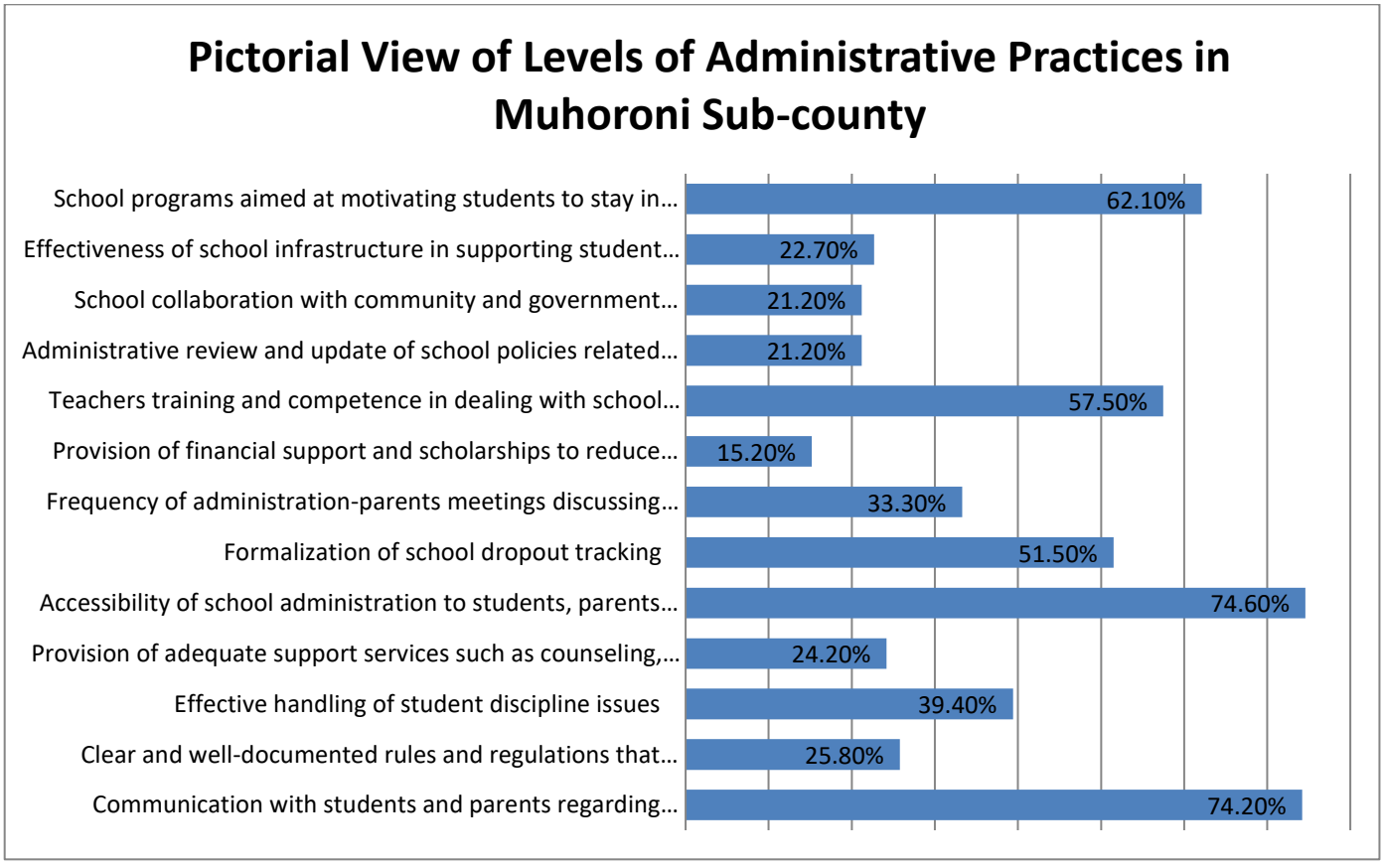
Table 4: Demographic Characteristics (N = 66)

Demographic Characteristics	Classification	Frequencies and percentages
Age	Upper age limit	59yrs (1.5%)
	Lower age limit	35yrs (1.5%)
	Mean and St. Dev.	Mean = 45yrs; St. Dev. = 5.366
Gender	Male	34 (51.5%)
	Female	32 (48.5%)

Educational Qualification	Certificate	8 (12.1%)
	Diploma	16 (24.2%)
	Bachelors	30 (45.5%)
	Masters	9 (13.6%)
	PhD	3 (4.5%)
Position Held	Head teacher	33 (50%)
	Deputy head teacher	33 (50%)
Length of service in current grade	Less than 1yr	15 (22.7%)
	1 – 3yrs	16 (24.2%)
	4 – 6yrs	18 (27.3%)
	More than 6yrs	17 (25.8%)
Total years of experience as school administration	Less than 3yrs	1 (1.5%)
	3 – 5yrs	18 (27.3%)
	6 – 10yrs	31 (47%)
	More than 10yrs	16 (24.2%)

Established Levels of School Administrative Practices in Muhoroni Sub-county Schools

Figure 1: Pictorial view of levels of administrative practices in primary schools within Muhoroni



Determined School Drop-out Rates in Muhoroni Sub-county

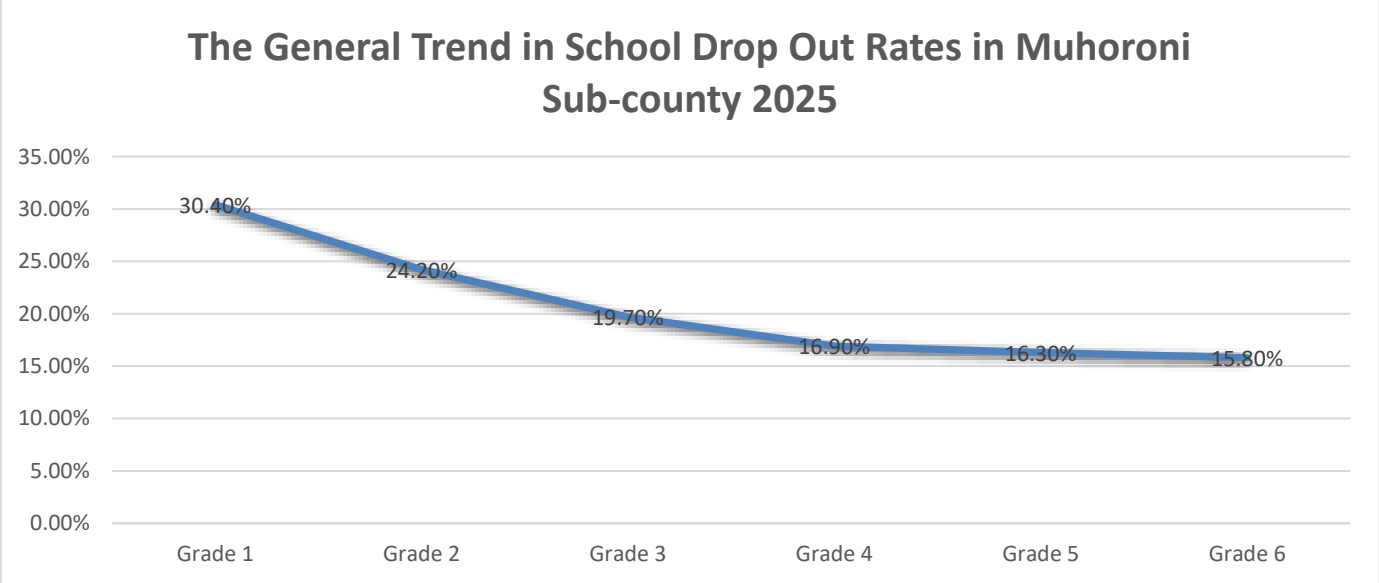
After feeding the data on drop-out rates per school per respondent on the SPSS and upon toggling the function analyze descriptive, the following school drop-out rates were noted as tabulated in table 7.

Table 5: School dropout rates in Muhoroni

School Grades	**School Drop-out Rates in Muhoroni Sub-county**		
	Percentage	Mean	Standard Deviation
Grade 1	30.4%	11.682	2.128
Grade 2	24.2%	9.560	1.728
Grade 3	19.7%	8.000	1.607
Grade 4	16.9%	6.455	1.267
Grade 5	16.3%	5.378	1.160
Grade 6	15.8%	4.212	1.307
Overall	22.7%	7.485	1.453

Before discussing the school drop-out rates within Muhoroni based on the school grades, it is in order for the tabular form of data in table 7 to be represented vividly on the pictorial line graph in figure 3.

Figure 2: Pictorial trend in school drop-out rates in primary schools within Muhoroni sub-county 2025



The general school drop-out rate of the Muhoroni sub-county stood at 22.7% (mean = 7.485, SD = 1.453). Both drop-out rates of grade 1 and 2 were above the sub-county drop-out rate. The school drop-out rate was highest in grade 1 and wide spread in Muhoroni schools as indicated by higher standard deviation (30.4%, mean = 11.682, SD = 2.128). This drop-out rate may be attributed to the fact that grade 1 was still a malleable class with most parents and learners still undecided on the school. Both learners and their parents were still new at this level. Most of them still judged the school based on infrastructure and reception by both administration and fellow pupils.

The trend significantly declined from grade 2 (24.2%, mean = 9.56, SD = 1.728) to grade 3 (19.7%, mean = 8.000, SD = 1.607) but wide spread in Muhoroni schools as indicated by the standard deviation. At this stage most learners and parents were acclimatizing to the school. Both learners and their parents were beginning to understand the school system. The learners at grade 3 were also approaching the national assessment test conducted at grade 3 by national examination council of Kenya and this might have kept them busy to retain the school. The findings on school drop-out at lower grades (1 to 3) were consistent with UNESCO report (2010) which reported that the school drop-out rates were higher at lower grades of schooling among the least developed nations. Also a study by Digest (2020) reported that Africa had the highest school drop-out rate of 42%.

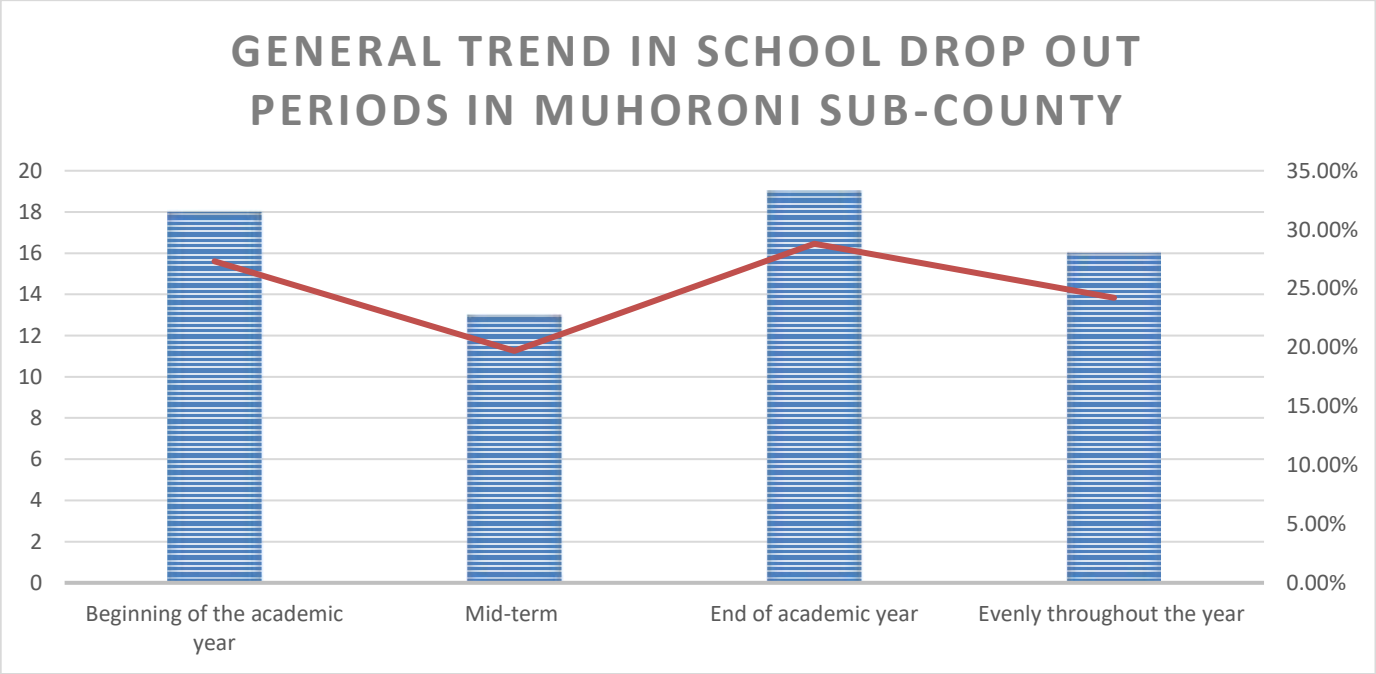
The trend almost levelled across grade 4 (16.9%, mean = 6.455, SD = 1.267) and grade 5 (16.3%, mean = 5.378, SD = 1.160) though not wide in the sub-county, but finally declined slightly to 15.8% at grade 6 (mean = 4.212, SD = 1.307). At these levels, both the learners and their parents have mastered the art of survival within the institutions. They have learnt the administrative structures, school rules and regulation and coping strategies for their acquired problems. The second national assessment was also approaching at grade 6. The drop-out declined further in grade 6 because most learners needed stability and tranquility as they approached the national assessment. According OECD report (2011), the school drop-out rate in Kenya in the year 2024 stood at 16.4%. As compared with the Muhoroni case of 22.7%, the rates at the sub-county were deemed to be higher than the national school drop-out rate. Muhoroni case may look exaggerated because it is a sub-set of Kenya, but the educational stakeholders within Muhoroni may act on this report to avoid further escalation. According to UNICEF report (2010), school drop-out rates were higher in lower income Nations in sub-Saharan Africa.

In order to further understand the school drop-out rates, the drop-out periods were also established because seasons were also appropriate in determining the school drop-outs. The periods of school drop-out were presented in both tabular and pictorial forms as displayed in table 8 and figure 4 respectively.

Table 6: School Dropout Periods

Periods of School dropouts	**School Drop-out Rates**		
	Frequency	Percentage	Mean = 2.500
Beginning of the academic year	18	27.3%	St.Dev. = 1.140
Mid-term	13	19.7%	
End of academic year	19	28.8%	
Evenly throughout the year	16	24.2%	

Figure 3: General trend in school drop-out periods in Muhoroni 2025



The school drop-out seasons in primary schools within Muhoroni sub-county were found to be as followed. The school drop-out peaked at the end (28.8%) and the beginning (27.3%) of academic years. The end and the beginning were almost similar in drop-out rates because they marked significant seasons of great transitions in any educational set up. Both mid-term (19.7%) and evenly throughout the year (24.2%) recorded lower drop-out rates because most learners and their parents prefer transitions at the end. Mid-term transitions were very

rare because they were not cost effective. The evenly drop-outs were also higher at 24.2% close to the beginning of academic year.

Established Extent to which Administrative Practices Contributed to School Drop-out Rates in Muhoroni Sub-county

To establish the extent to which administrative practices contributed to the school drop-out rates in the sub-county both inferential analysis of multiple regression and Pearson's product moment correlation were generated from the SPSS. Before conducting inferential statistical analysis, it was prudent to test for the normality of the statistical distribution of both administrative practices and school drop-out rates in the entire sub-county as a prerequisite rule for the analysis (Marshall & Samuels, 2020). Figures 5 and 6 showed the pictorial view of the test for normality using the normal Q-Q plots:

Figure 4: Normal Q-Q plot for overall school drop-out rate in Muhoroni

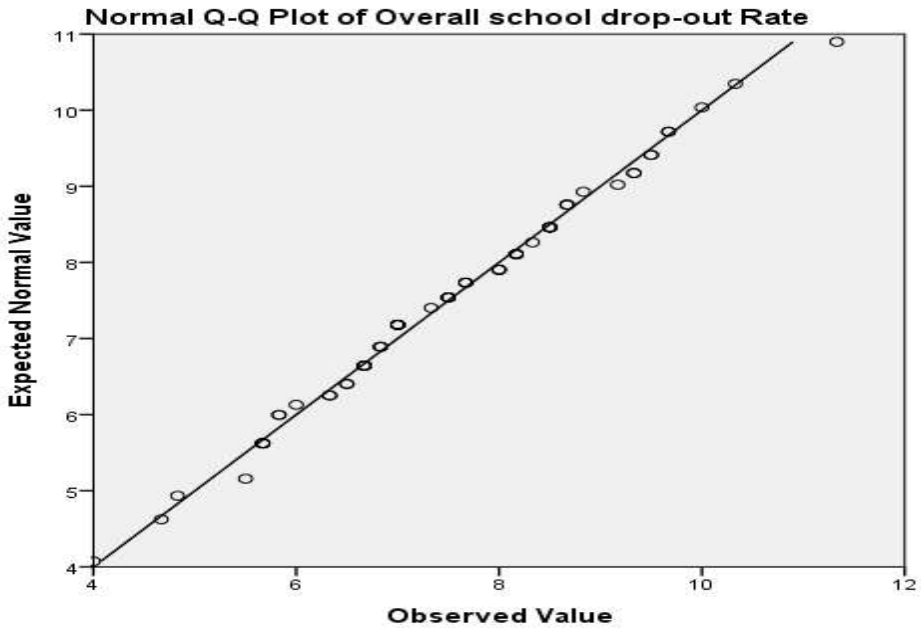
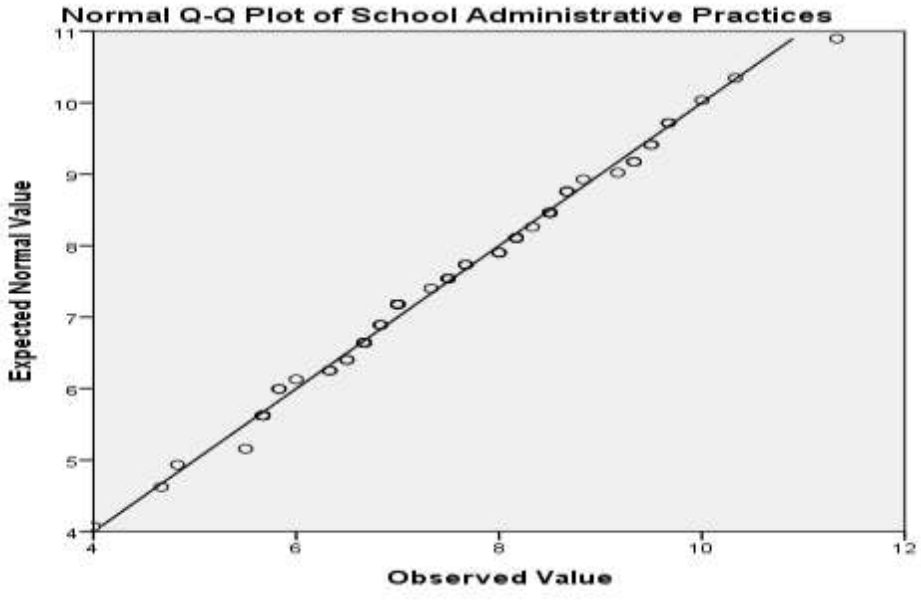


Figure 5: Normal Q-Q plot for school administrative practices combined



Considering figures 4 and 5, the Q-Q plots were seen to be attached to the line. This indicated a perfect normal statistical distribution of both the school administrative practices and the school drop-out rate. This perfect

normality of the two distributions paved the way for the performance of both multiple regression analysis and Pearson's correlation.

Upon conducting the multiple regression analysis using model 1 type, the model summary table 9 was displayed.

Table 7: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.491[a]	0.242	0.052	1.41507

The predicator variables for the overall school drop-out rate were the thirteen administrative practices annexed under table 9. The R square values was rated at 0.242 adjusted to 0.052 by a standard error of the estimate as 1.41507. Converting R square value to percentage by multiplying it with 100%, the percentage value of R square became 24.2%. This was statistically interpreted that the administrative practices were regression predictors of the overall school drop-out at 24.2%. In other words, administrative practices predicted school drop-out rates at 24.2% while other factors which are non-administrative and were not explored by the study predicted school drop-out rate at 75.8%. These findings were consistent with studies done by Kramer (2014), Kamalludeen (2016), Solomon (2015) and Gill (2016) which concluded that school drop-out resulted from unpredictable and poor administrative policies. Even though these studies considered the qualitative influence of administrative practices on school drop-out, the quantitative aspect of the contribution was not explored. The present study has bridged this gap by providing the quantitative influence of administrative practices on school drop, quantified at 24.2%. According to studies conducted by Case and Ardington (2016) and Oluma (2007), there existed other non-administrative practices which influenced the school drop-out. These practices were classified as economic, personal, social, parental, medical, cultural, political, historical and demographical. The regression analysis also predicted these non-administrative factors at 75.8%. This implied that the cumulative non-administrative factors had more contribution to school drop-out than the administrative factors.

To further look at the quality of the multiple regression prediction, both results of the ANOVA table 10 and the coefficients table 11 were considered and discussed together.

Table 8: *ANOVA*[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.157	13	2.551	1.274	.002[b]
	Residual	104.126	52	2.002		
	Total	137.283	65			

a. **Dependent Variable**: The approximate overall school dropout rate in Muhoroni Sub-county

Considering the ANOVA table 10, $F\ (65) = 1.274\ p < 0.05$, the regression prediction of the overall school drop-out by the thirteen administrative practices were deemed to be statistically significant at a sig. level of 0.002 lower than the common alpha of 0.05. Most of the significant levels in table 11 were also lower than 0.05, an indication of good prediction of the coefficients. Most coefficients of the administrative practices (7 out of 13 (54%)) predicted the school drop-out positively except, the six retrogressive ones (confirmed in table 4) as clear and well-documented rules and regulations, academic support services, formalization of school drop-out tracking, provision of financial support, teachers training and competence and school motivational programs which were reported to be practiced in the sub-county at minimal levels.

Table 9: Pearson's Correlation Results

		School Administrative Practices Combined	overall school drop-out rate
School Administrative Practices Combined	Pearson Correlation	1	-0.124
	Sig. (2-tailed)		.019
	N	66	66
overall school drop-out rate	Pearson Correlation	-0.124	1
	Sig. (2-tailed)	.019	
	N	66	66

The Pearson's product moment correlation showed correlation coefficient of r = - 0.124 at significance level of 0.019 below the common alpha of 0.05. The correlation was deemed to be very weak and negative. This implied that any significant improvement in the combined school administrative practices would automatically lead to decline in school drop-out rates. Good and reliable school administrative practices weakened the school drop-out rates. In other words, the correlations results suggested that good administrative practices promoted the school retention rates. The correlative analysis was supported by studies of Shabeka (2015), Ferrari (2016) and Georges (2014) which reported school drop-outs as affected by school administrative structures, policies and regulations. These supportive studies were good, but they failed to provide the correlative measure of the influence of school administration on school drop-out. This important gap was bridged by the present study which displayed the Pearson's correlative measure between the administrative practices and school drop-out rate at r = - $0.124 p < 0.05$.

According to regression analysis, administrative factors contributed to school drop-out at 24.2% while non-administrative at 75.8%. This prompted the researcher to conduct a qualitative analysis by considering the non-administrative factors. The following results were obtained:

DISCUSSIONS

Administrative practice of Communicating with both students and parents regarding academic progress and school policies was found to be practiced in Muhoroni Sub-county primary schools at the rate of 74.2% (mean = 3.258, SD = 1.012). The administrative practice of formulating and distributing Clear and well-documented rules and regulations that guide school operations was practiced at the level of 25.8% (mean = 2.167, SD = 0.815). Effective handling of student discipline issues on the other hand stood at the rate of 39.4% (mean = 3.227, SD = 0.957). On the Provision of adequate support services such as counselling, mentorship and academic assistance, the level of practice stood at 24.2% (mean = 2.151, SD = 0.789). Accessibility of school administration to students, parents and staff when concerns arise stood at 74.6% (mean = 2.985, SD = 0.754). Formalization of school dropout tracking was implemented on a fifty-fifty basis, 51.5% (mean = 2.212, SD = 0.668). Frequency of administration-parents meetings discussing students' progress and challenges stood at 33.3% (mean = 1.969, SD = 1.066). Provision of financial support and scholarships to reduce school dropouts was prevalent at 15.2% (mean = 2.197, SD = 0.684). Focusing on Teachers training and competence in dealing with school dropouts, level of practice stood at 57.5% (mean = 1.803, SD = 0.788). Both Administrative review and update of school policies related to students' welfare and discipline and School collaboration with community and government agencies to support students stood at 21.2% (mean = 1.787, SD = 0.774) and 21.2% (mean = 1.803, SD = 0.769) respectively. Considering the Effectiveness of school infrastructure in supporting student retention, the results indicated less effectiveness at 22.7% (mean = 3.636, SD = 1.032). Finally, considering the School programs aimed at motivating students to stay in school, the motivational programs were found to exist in parts though at a good percentage of 62.1% (mean = 1.378, SD = 0.489).

The general school drop-out rate of the Muhoroni sub-county stood at 22.7% (mean = 7.485, SD = 1.453). Both drop-out rates of grade 1 and 2 were above the sub-county drop-out rate. The school drop-out rate was highest in grade 1 and wide spread in Muhoroni schools as indicated by higher standard deviation (30.4%,

mean = 11.682, SD = 2.128). The trend significantly declined from grade 2 (24.2%, mean = 9.56, SD = 1.728) to grade 3 (19.7%, mean = 8.000, SD = 1.607) but wide spread in Muhoroni schools as indicated by the standard deviation. The trend almost levelled across grade 4 (16.9%, mean = 6.455, SD = 1.267) and grade 5 (16.3%, mean = 5.378, SD = 1.160) though not wide in the sub-county, but finally declined slightly to 15.8% at grade 6 (mean = 4.212, SD = 1.307).

The multiple regression R square values was rated at 0.242 adjusted to 0.052 by a standard error of the estimate as 1.41507. Converting R square value to percentage by multiplying it with 100%, the percentage value of R square became 24.2%. This was statistically interpreted that the administrative practices were regression predictors of the overall school drop-out at 24.2%.The ANOVA: $F\ (65) = 1.274\ p < 0.05$, indicated that the regression prediction of the overall school drop-out by the thirteen administrative practices were deemed to be statistically significant at a sig. level of 0.002 lower than the common alpha of 0.05. The Pearson's product moment correlation showed correlation coefficient of r = - 0.124 at significance level of 0.019 below the common alpha of 0.05. The correlation was deemed as weak negative.

CONCLUSION

The administrative practices established within Muhoroni sub-county were: Communicating with both students and parents regarding academic progress and school policies at the rate of 74.2%; formulating and distributing Clear and well-documented rules and regulations that guide school operations at the rate of 25.8%; Effective handling of student discipline issues at the rate of 39.4%; Provision of adequate support services such as counseling, mentorship and academic assistance at 24.2%; Accessibility of school administration to students, parents and staff when concerns arise at 74.6%; Formalization of school dropout tracking at 51.5%; Frequency of administration-parents meetings discussing students' progress and challenges at 33.3%; Provision of financial support and scholarships to reduce school dropouts at 15.2%; Teachers training and competence in dealing with school dropouts at 57.5%; Both Administrative review and update of school policies related to students' welfare and discipline and School collaboration with community and government agencies to support students at 21.2% and 21.2% respectively; the Effectiveness of school infrastructure in supporting student retention, at 22.7%; and the School programs aimed at motivating students to stay in school at 62.1%.

The general school drop-out rate of the Muhoroni sub-county was determined at 22.7% with both drop-out rates of grade 1 and 2 trending above the sub-county drop-out rate. The school drop-out rate was highest in grade 1 and wide spread in Muhoroni schools (30.4%). The trend significantly declined from grade 2 (24.2%) to grade 3 (19.7%). The trend almost levelled across grade 4 (16.9%) and grade 5 (16.3%), but finally declined slightly to 15.8% at grade 6.

Administrative practices were good regression predictors of the overall school drop-out at 24.2%.The ANOVA: $F\ (65) = 1.274\ p < 0.05$ indicated that the regression prediction of the overall school drop-out by the thirteen administrative practices were deemed to be statistically significant at a sig. level of 0.002 lower than the common alpha of 0.05. The Pearson's product moment correlation showed correlation coefficient of r = - 0.124 at significance level of 0.019 below the common alpha of 0.05. The correlation was deemed as weak negative. This implied an improvement in the combined administrative practices would automatically lead to decline in school drop-out rates. Good and reliable administrative practices weakened the school drop-out rates. In other words, the correlations results suggested that good administrative practices promoted the school retention rates.

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