

**PRINCIPALS' ADMINISTRATIVE PRACTICES INFLUENCING GIRL  
CHILD RETENTION IN PUBLIC SECONDARY SCHOOLS IN  
TINDERET SUB-COUNTY, NANDI COUNTY, KENYA**

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the Award of the Degree of Master of Education in Educational  
Administration**

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## **DECLARATION**

This research project is my original work and has not been presented for award of any degree in any other University.

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

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## **DEDICATION**

I dedicate this work to my beloved mother Elishebah Kanguha, my father Mr. Joram Simwa and to my nieces Faith, Sara and Kangahi.

## **ACKNOWLEDGMENT**

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## **ABBREVIATIONS AND ACRONYMS**

<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management and Information System
<b>FAWE</b>	Forum for African Women Educationalists
<b>FDSE</b>	Free Day Secondary Education
<b>GDP</b>	Gross Domestic Products
<b>GER</b>	Gross Enrollment Ratio
<b>M.O.E</b>	Ministry of Education
<b>MDG</b>	Millennium Development Goal
<b>PTA</b>	Parents Teachers Association
<b>SCEO</b>	Sub-County Education Office
<b>UK</b>	United Kingdom
<b>UNESCO</b>	<b>United</b> Nation Education Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children Education Funds

## ABSTRACT

The purpose of this study was to investigate principals' administrative practices influencing girl child retention in public secondary schools in Tinderet sub-County, Nandi County, Kenya. The objectives of the study were to establish the influence of principals' provision of guidance and counselling resources, implementation of re-entry policy for girls after delivery, reduction of extra levies and management of access points on girl-child retention. This study adopted the system approach theory which was developed by Ludwing Von Bertalanffy as cited by pandya (2011). The study employed a descriptive survey research design. The target population comprised of 29 public secondary schools, 201 class teachers, form four girls and 29 principals. Stratified random sampling was used to identify the sample schools to ensure that all the school categories both boarding and mixed secondary schools were included. Simple random sampling was used to select 186 students out of 1860 and 60 teachers out of 201. The 9 principals were purposively selected from 29 schools because they were believed to have rich information in the study. The study administered questionnaires to class teachers and students for data collection. Data from the principals' were gathered using interviews. Statistical package for social science (SPSS) 22.0 version computer programme was used to analyze the data. Quantitative data was analyzed using descriptive statistics and presented in frequencies, percentages, charts, graphs and pie charts. Qualitative data was analyzed in themes and sub-themes which emerged from the data. The findings of the study established that majority of respondent (76.7%) teachers and (73.8%) students in schools where the principals provided adequate guidance and counselling resources had high retention rate. Availability of these resources created an enabling environment for girls and this kept them in school for the entire education cycle, majority of teachers (79.1%) and students (68%) revealed that many principals had implemented re-entry policy and encouraged pregnant girls to go back to school after delivery encountered high retention. On implementation of reduction of extra levies, indicated that (69%) of the schools with low levies promoted high retention rate (83.5%). This showed that principals had scaled down the development of income generating projects to reduce extra levies. Majority of respondents (62.8%) teachers and (68%) students agreed that many principals' had implemented management of access points and majority of schools had one access point which helped principals in monitoring the movement of students in and out of the school thereby registering high retention rate. The study recommended that principals need to ensure guidance and counselling resources are available, the community need to be sensitized about re-entry policy, schools should come up with income generating projects and schools need to have limited access points with perimeter wall to avoid sneaking of girls to enhance high girl-child retention rate.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Globally education is recognized as a basic human right, thus a form of investment that contributes to the development of both individual and society. Basic education strengthens individual capacity, community and families to get health, higher education that is economic, cultural prospects and services (World Bank, 2007). This perspective is supported by the Constitution of Kenya (2010) and other legislations which stipulate that the basic education in which secondary education is included is fundamental right of the child (Republic of Kenya, 2001, 2012 & 2013).

UNICEF (2003) indicated that to educate girls is to educate the whole community since it will raise economic productivity, lower infant and maternal mortality, improve nutrition and health and increase changes of education in the next generation. This view is supported by Banda (2004) that girls' schooling is an asset that serves as a way to realize education for all learners which is authoritative instrument for self-advancement and future generation. Given the strong evidence on benefits of girl-child education, principals have a role to play in their administrative practices to enhance retention. Despite all profits of education to state development, research findings indicate that girls dropout rate from secondary school is higher than boys thus affecting retention.

The Kenyan Government, International organization NGOs are working hard to ensure accelerated progress towards attaining the gender parity goal. In 2008, the Government of Kenya introduced free day secondary education (FDSE) to ensure all children have access to secondary school education. Kenyan Government spends a big percentage of resources on education to ensure it meets Education for All (EFA) and Millennium Development Goal (MDGs). This is according to the world conference on education (2000), all children particularly girls must have access to and complete quality education. Therefore it's important to educate individuals irrespective of gender to empower them with information and skills required to increase output and income and get the benefits of employment opportunity in order to mitigate the levels of poverty (UNESCO, 2010). In spite of this exertion, the retention of girls in secondary schools is low and gender disparity in education remains unresolved in many developing countries. This view is supported by UNESCO, (2007) which shows that literacy remains as major impediment in the development and wellbeing of women.

Dakar Framework state that wider social policies intercessions and inducements will be used to alleviate secondary opportunity costs of going to schools (UNESCO,2012) Watkins (2010) ,indicates that there were 72 million children out of school in 2007, out of which 54% were girls. The Gross Enrollment Ration (GER) provides information that lower secondary education had increased from 72 percent to 80 percent in the world between 1999 and 2007. However, the

participation rate for this level of education remains at a very low level of 43 percent. Statistical analysis of demographic and education show that Net Enrolment Rate (NER) slightly rose from 80.5percent in 2001 to 84.5percent in 2013. This shows that the completion cycle rose from 61 percent to 72 percent in 2013 and the drop out had been reduced from 13.8percent to 70 percent (Terry and Thapa, 2013).

The UK safety and security manual 2013 shows the importance of security in schools. They have introduced security and safety technology to improve the well-being of the students within and around the school. The mobility through the system of education is supervised by the MOE and sports which provides for the needs of learners and students are taught on how to deal with emergency. According to Patel, (2008), issues of safety and security complements the retention especially to the marginalized and the vulnerable, girls are more exposed to challenges than boys hence more affected. It further indicates that safety measures at schools in America are addressed through collection of information from students, installing security cameras of audio recording. In some schools the finger print scanners have been introduced to bar unauthorized individuals from accessing certain designated places which to a greater extent has reduced cases of rape among girls while at school and enhanced security among girls hostels. The outcome shows that this real reduced fear among girls in American schools. Education can provide protection



only when schools are physically safe, psychologically and emotionally healing and cognitively transformative (Nicolai2003) it is therefore important for secondary principals to practice management of security to enhance girl's retention in secondary schools.

In the USA, school administrators set standards, goals and established policies and procedures required to achieve them. They also supervised managers, supported staff, teachers, counselors, librarians, coaches and other employees. They developed academic programs, monitored students education progress, trained and motivated teachers and other staff. In large school system responsibilities were divided among many administrators each with specific function. This calls for principals' who are administrators to provide and coordinate guidance and counselling resources to retain girls in schools. They initiated parents and the community so as to become a part of the school community and made it clear to these stake holders that their participants in the education process was valuable. The community saw the school as and a set and vote to provide school with money in future for school improvement (<http://www.b.sgov.a.cos.007.htm>).

According to the UNESCO (2002) report ,it clearly shows that in African countries girls are still not enjoying equal rights to education hence missing out the chance to complete secondary and primary education .UNESCO

,(2007)further shows that literacy is still a chief impairment in the progress and wellbeing of women. Tawanda and Gordon , (2004) support this view by showing that gender inequality continues to persist in some areas and that there are continuous constraint that continue to hinder girls from completing learning at all levels. This therefore calls for concerted effort to understand the principals' practices in endorsing retention so as to achieve gender parity to acquire secondary education for girls in Kenya. In Ethiopia and Guinea it was found that inability to pay direct cost of schooling was found to be one of the significant causes of non-attendance ( Col Clough,C,Rose,P & Tembon,M (2000) cited in Hunt, (2008)

In Zambia the Ministry of Education has introduced strategy actions to facilitate enrolment, contribution and retaining of children in elementary education, in the Ministry of Sport, Youth and Child Development (2006). They implemented the re-admission policy. This was aimed at enhancing retention of the girl-child in basic education. Other measures included an increase in provision of text book and declaration by the government to offer free education from grade 1 to 7 and with or without students were allowed to attend school. The formulated policies which promoted and enabling girl –child and strategies on sensitizing the community includes parents, teachers, administrators and students to change negative attitude towards girl's education. During the period 2002-2008 the proportion of expectant girls re-entering school after giving birth to some

extent increased at the basic education level from 36 percent to 38 percent while at high school level reduced from 79.2 percent to 65.1 percent as cited by (Namuunda and Mumbuna, 2010). In addition, the regulation demanding the sending away of both boys and girls from school to nurse the expected baby played a positive role in increasing retention of the girl-child by avoiding pregnancy. They used the program for the progression of Girls Education (PAGE). They implemented 50-50 policy enrolment since the colonial had discriminated women (Muyukwa, 2002). It was noted that admission and development of boys and girls in school vary a lot. According to Katongo (2004) the drop out for girls was higher than boys hence the campaign for girls retention.

The policies have been formulated to ensure that girls stay in school. These policies are to be implemented by principals of the school to enhance retention. Unfortunately, studies revealed that awareness and perception of the re-entry policy varied within and across the region. Many stakeholders were not aware of the policy's existence nor did they fully understand what it was. It reveals that many girls who drop due to teenage pregnancy do not seek re-admission as they and their parents were not aware of the policy's existence (Kodek, 2012)

In Uganda, the post-MDG framework has been implemented to ensure an elaborate target which seeks to solve the issue of sustainability, retention and completion among girls admitted in high school. The studies shows that in

Uganda, the county through MOE has improved in providing a foundation from EFA to sub-sector and finally to School Sector Reform program (SSRP). Due to an innovative job during the EFA implementation, the rise of girls participation in school and quality provision of important needs have been realized. The Ugandan government school sector reform programme has responded to citizens challenges facing education system today (MOE and Sports, 2009). The allocation of funding is published in the newspaper of national domain of the government. This reform has resulted in the increase in enrolment of girls from 31 percent to 49 percent. The report further shows that the country needs some funds from other sources to make quality education become realistic in Uganda. There is still a gap to be filled on principal's reduction of extra levies to enhance girl's retention

In Nigeria a research carried out in Calaba education zone (2015) It was noted that schools provided unsafe environment for girls and lack of G and C on reproductive health from teachers deprived girls important knowledge that could help them make decision to avoid unwanted pregnancy that may lead to drop out. Principals reported incidents of girl's child drop out due to unwanted pregnancies. It therefore calls for principals to provide G and C resources which would help girls acquire knowledge and life skills which they lack from parents to promote retention in school. According to Aliyu,( 2003), principals responsibilities includes management of students, staff, financial

transaction, public relations and evaluation of school programs which enables them to spell out target with the aim of improving retention.

Kenya like any other African countries experience girl child retentions problem .A number of researches have been conducted on such factors as financial ,gender based violence, challenge quality and curriculum biasness.(Majiwa, 2005 ;Orodho,2014) .Several challenges are encountered by girls in Rongo, Ndhiwa, Turkana, Homa Bay and Migori counties both primary and secondary schools that hinder their retention through primary to secondary levels( World Vision report (2013). In Suba sub county girls do not progress to completion of secondary education .It has 32 secondary school out of which 6 are girls public schools while 26 are mixed or boys schools. The retention to completion of girls stand at 27 percent while for boys 60 percent. This is relatively low as we consider government efforts of FDSE and FPE in line with vision 2030.Efforts are therefore required for principals to enhance retention and discourage dropouts in public secondary schools.

Alika and Egbochuku (2009) points out that the school administration plays a crucial role in defining whether or not learners will stay in the school or drop out. The policy in place will either promote school attendance or discourage Hence principals practices will be crucial to be researched on to ensure re-entry policy after teenage pregnancy delivery, security policy and financial

policy are in place to enhance retention. Achoka, (2009) supported this view by pointing out that in order to minimize school dropout amongst girls schools administration is the key in advising parents, teachers and students against practices that threaten retention. The study further pointed out that G & C departments are essential in addressing problem faced by girls in schools which significantly would encourage girls' retention. In Tinderet sub-county, Nandi County (DEOs office 2016) data reveals that the retention of girls was low compared to boys in the same sub county hence, the need to fill the gap.

This study is therefore necessary to investigate principals' practices influencing girl child retention in government managed secondary school in Tinderet sub county to fill up the gap despite the government efforts in subsidizing the education costs. These practices include principals provision of guidance and counselling resources, carrying out the re-entry policy after teenage pregnancy delivery, reduction of extra levies and management of security in school to enhance girl child retention.

## **1.2 Statement of the problem**

To underscore the importance of education in general and that of the girl-child in particular, the Government of Kenya introduced Free Day Secondary Education in 2008 to ensure all children have access to secondary education. This view has further been supported by the constitution of Kenya (2010) and other legislations

which stipulate that the basic education in which secondary education is included is fundamental right of the child (Republic of Kenya, 2001, 2012 & 2013). The government also introduced the gender and education policy (2007) which allowed re-entry of girls who have given birth and abolishing of class repetition to enhance retention. Despite all these efforts, dropout rates still remain high in most secondary schools in Kenya. However, this situation of drop out across gender has continued to persist in Tinderet sub-county. According to the sub-county Director of Education's office (2015)EMIS Data reveals that 3.9 percent girls who were enrolled in 2012 dropped in form two in 2013 compared with 0.1 percent boys who dropped in form two 2013. In 2015 when they were in form four 6.6 percent of girls had dropped compared with 3.3 percent boys in the same sub-County. Limited research has been carried on principals' practices influencing girl-child retention in public secondary schools. This study therefore seeks to fill in the gap.

### **1.3 Purpose of the study**

The purpose of this study was to investigate principals' administrative practices influencing girl child retention in public secondary schools in Tinderet sub-County, Nandi County, Kenya.

#### **1.4 Objectives of the study**

The study had the following objectives:

- i) To establish the influence of principals' provision of guidance and counselling resources on girl child retention in public secondary schools in Tinderet Sub-county, Nandi, Kenya.
- ii) To establish the influence of principals' implementation of re-entry policy for girls after delivery on girl child retention in public secondary schools in Tinderet Sub-county, Nandi, Kenya.
- iii) To assess the extent to which principals' implementation of reduction of extra levies influences girl child retention in public secondary schools in Tinderet Sub-county, Nandi, Kenya.
- iv) To determine the extent to which the principals' management of access points influences girl child retention in public secondary schools in Tinderet Sub-county, Nandi, Kenya.

#### **1.5 Research Questions**

- i) To what extent do principals' provision of guidance and counselling resources influence girl child retention in public secondary schools in Tinderet Sub-county?
- ii) To what extent do principals' implementation of re-entry policy for girls after delivery influence girl child retention in public secondary schools in Tinderet Sub-county?



iii) To what extent does principals implementation of reduction of extra levies influence girl child retention in public secondary schools in Tinderet Sub-county?

iv) To what extent do principals' management of access points influences girl-child retention in public secondary schools in Tinderet Sub-county?

### **1.6 Significance of the study**

The information may be useful in providing insight on principals' practices which may enable the principal to retain girl child in schools. It may create awareness to the community on their roles of providing safe and secure environment for the girl's schools and adopt proper ways to address their challenges that may lead to drop out. The teachers and principals may understand and reflect on the better ways of addressing girls issues in guidance and counselling for the purposes of enhancing retention among girls. The findings may also increase to the body of knowledge and fill the gaps. It may also be used by other researchers who would want to carry out research in the whole Nandi County in similar areas.

### **1.7 Limitations of the study**

According to Kombo and Tromp (2006), limitations are the challenges expected or encountered by the researcher. The respondents were unwilling to fill in the questionnaires and interviews but the researcher ensured confidentiality. Some

respondents were about to give dishonesty answers but the researcher insisted of an honesty and confidence. The researcher encountered a hilly terrain hence forcing her to walk for long hours.

### **1.8 Delimitation of the study**

The study was carried out in Tinderet sub-county, Nandi County, Kenya on principal's practices influencing girl child retention in public secondary schools. The respondents were principals, class teachers and secondary school girls.

### **1.9 Basic assumptions of the study**

The study assumed that both public mixed day and boarding girls' secondary schools experience girl-child retention problems in Tinderet sub-county and that all respondents provided correct, honest and reliable information.

### **1.10 Definition of significant terms**

**Access points** refer to exit and entrance points where security should be enforced to avoid sneaking of girls or outsiders in and out of school which should be managed by the principal to ensure safe and secure school learning environment for girls to enhance retention.

**Counselling** refers to the provision of assistance and guidance to girls to help them resolve, personal, social and psychological problems of difficulties by the school principals. The findings may serve as a guide to principals practices in

determining areas of dissatisfaction among teacher counselors which need to be addressed to retain girls.

**Drop-out** refers to a situation where girls of school going age that have been enrolled in a given secondary school are stopping to attend school before the completion a four-year secondary course.

**Girl-child** refers to the female students who have rights to basic education in secondary school.

**Girl-child retention** refers to girls being in school until they sit for KCSE examination in form four.

**Principal** refers to the person in charge of a secondary school. He/she oversees administrative responsibilities of the school.

**Principal practices** refer to initiatives performed by the principal or things that principals do in order to retain girl child in school.

**Public secondary** refer to schools that are run by public funds under the supervision of the government.

**Retention** refers to ensuring that students enrolled in a secondary stay until they complete form four without wastage.

**Safety** refers to a condition where girl-child is being protected from or unlikely to cause changes risk or injury while at school by their respective school principal.

**School Levies** refer to monies charged by a school to be paid directly by students or parents to the school.

### **1.11 Organization of the study**

The study was organized in five chapters. Chapter one covered background to the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, basic assumption of the study, definition of significant terms and the organization of the study. Chapter two comprised of an in-depth literature review, analysis based research objectives, summary of literature review, theoretical frame work and conceptual framework applicable to this study. Chapter three contain research methodology comprising of research design, target population, sampling techniques and sample size, research instruments, instrument validity, reliability of the instruments, data collection procedure, data analysis and ethical considerations. Chapter four contains data analysis, discussion and interpretations. Chapter five presented summary of the study findings, discussion of research findings, conclusions, recommendations and suggestions for further study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter focused on literature review, related to principals' administrative practices influencing girl child retention in public secondary schools in Tinderet Sub-county, which includes; provision of guidance and counselling resources on girl child retention, putting into practice of re-entry policy after births, reduction of extra school levies and management of access points on girl child retention. Lastly, it looked at summary of literature review, theoretical and conceptual framework.

#### **2.2 The concept of principals' practices on girl-child retention in school**

According to Sushila (2004) the principal is the head in a school, the pivot around which many features of the school revolves and the person in custody of every aspect of running the school, be it academic or managerial and making most of the decisions. Therefore, the principal is a leader, a thinker and a decision maker. Once girls have been enrolled, it is essential for principals to guarantee that they are retained at school long enough to complete the curriculum and acquire basic skills .According to UNESCO (2012) of 50 countries in Africa with data, 31 countries have gender equality directories of less than 1.0 that is girls' enrollment is less than that of boys. 16 countries had an index of 1.0, while 2 countries (Mauritania and Senegal) had girls' enrolment higher than that of boys. According

to UNESCO (2014) by 2011, 57 million children worldwide were still out of school. According to Rumberger(1983), school managers could come up with strategies to support those students at risk of dropping out of school. He recommends that school administrators could come up with programs that are in course with the student's interest's needs and understanding.

If the government wants to achieve education for all and retain girls in schools, it has no option but to seal every loop hole that leads to dropout especially for girls. It has to implement measures to assert the challenges facing principals in their practices of retaining girls in secondary schools or else it may lead to wastage of government funds.

### **2.3 Provision of guidance and counselling resources and girl child retention**

According to Bark (2003), guidance and counselling are the aids made accessible by the skilled and competent individuals to any age to help him/her to manage their own lives, activities and develop their own points of view and make sound decisions. School administrators need to offer services which seek to help students adjust better to the school, become better learners, develop more effectively as emotional and social persons, and develop skills for dealing with the future beyond the school (Okumbe, 2001). The school principal has a responsibility to play in influencing retention of girl child positively. He/she need to seek and create working relations with parents, school personnel and resource

agencies. According to IIEP (1999), the school administration need to understand learners' interest, needs and help them accomplish emotional stability.

Kamau (2004), asserts that behind success of guidance and counselling program, there is an effective school administrator who is committed and in position to provide guidelines to the teacher counselors. The school principal need to make them aware of the expectations of the school by making counselling programmes a success. In addition, the principal need to provide appropriate materials and conducive working atmosphere where both the teacher and the students participate in guidance programs. The principal also ensures that learners with significant problems do not go unnoticed and un-counseled by working closely with teacher counselors (Nganda, 2000). As the principal runs the school it is worth noting that Coleman (1976) asserts that the nation does not need laws that force adolescents to go to school but needs schools and programmes that make adolescents wish to go to school .The principal need therefore to offer an enabling environment that guarantee release of maximum potential of the learners by developing a warm environment for the learners in order to see the institution as the best place to be in.

#### **2.4 Implementation of re-entry policy for teenage girls after delivery and girl child retention**

In 19194 Kenya introduced a policy which allowed teenage mothers go on with schooling after delivery. It is still an international concern the policy of re-entry of

girls who leave school after pregnancy. Numerous regional and international declarations on children's education rights have been signed by the Kenyan Government. Nevertheless it is not well acknowledged to what extent girls are taking advantage of the policy and what challenges they encounter in its execution. FAWE (2001) confirms that there is persistent low level of girls participation in education compared to boys. It found that though re-admission strategy has been pronounced, it has been left in the discretion of the principal (head teacher) and school boards to agree on whether to re-admit the girls or not. The forum concluded that if principal or board does not value girls' education then the girls seeking re-admission suffer.

Republic of Kenya, (2007) states that re-admission was one of the ongoing initiatives to talk about gender discrepancies in education with an objective of increasing participation of underprivileged women and girls in education to ensure gender equity. The Centre for Study of Adolescents (2008), a Non-Governmental Organization that deals with reproductive health, gender and public policy for teenagers reported that many principals are ignorant of the presence of the rules, observing that with addition stigma both from an individual, school and community the policy becomes hard to implement. It was found that although the policy is in place, ignorance of its existence among principals frustrates its success. This study will be useful in creating awareness of policy implementation. Duemer&Menedes-Morse (2002), explain that implementation of any policy



involves the process of moving from decision to operation, thereby understanding efforts to mutate policy during implementation from its original form. They further argued that a policy can be changed or revised by institutional officials from inception to implementation in a manner that more closely meet their conception of the institutions best interest.

According to Tee, (2008) policy application is affected by the vibrant collaboration between central Government and other organization levels where diverse values and survival issues of strategies take centre stage. He further notes that although education guidelines are planned at higher authority, the submission and interpretation hinge on lower levels such as school panels and teachers of which the principals are members. Stromquist, (2001) posits that girls and women continue to face inequality in education system of their countries and studies focusing on access have not been able to document these statistics. In addition to that she asserts that education for girls still has tension as access, completion and quality goals remain uncompleted.

Research by ClerckLloyd and Erulker, (2001) pregnancy is likely to be the foremost cause of girls dropping out school in Kenya including gender inequality, poor academic performance, resignation to or preference to early pregnancies. The ElimuYetu Coalition, (2005) states that even though education policy in Kenya does not single out girls and women schooling, their participation is

categorized by obvious disparities, it further indicates that there are varied differences in dropout rates between regions. Lewis and Lockheed, (2007), agree that minimal is known about how to successfully attract left out girls into primary schools and keep them through secondary schools. They further found that in New Zealand and USA traditional incentives were not enough to lure girls back to school, meaning additional effort is vital to reach them.

### **2.5 Principals' reduction of extra levies and Girl child Retention**

Cost sharing has resulted in high cost of secondary school education in terms of fees and other related factors even when the Government has subsidized public school fees. Parents must bear various indirect costs to educate children such as uniforms, exams and transportation costs and lunch. According to UNICEF, (2012) school fees and other levies charged by schools interact with household income and socio-cultural factors to affect retention of girls in secondary schools. Extra costs can leave people who live in poverty at a disadvantage.

According to Ombago, (2014) a study carried out in Migori Kenya reveals that extra levies were some of the causes of girls' dropout in primary which may affect enrollment in secondary. Despite Government support, schools were forced to charge levies to fill up budget deficits. Sawamura and Sifuna, (2008) and Kirechi, (2012) in Matete and Lugari Sub-county report that parents were still required paying such levies as exam fees, PTA teacher salaries and development levies.

Gachukia, (2004) shows that low income can prevent poorer children from attending school and disadvantages mostly girls. In Zimbabwe, a study in managing the quality of education Ncube, (2004) shows that principals are required to look for numerous sources of revenue to handle the problem of inadequate amenities in the school. He further discovered that more funding has helped in the completion of outstanding buildings like libraries and laboratories. Majiwa, (2005) a study in Turkana District pointed out that CDF has improved girl child contribution in education with a number of girls attending school due to the funds. Osodo, (2008) in his study observed that Government promoted secondary education through CDF, a practice which is included to endorse secondary education.

Dawo, (2010) posits that one of the methods applied in the promotion of girl child education was by ensuring accessibility of monetary resources. The funds were sourced from Government grants, free tuitions in secondary education, CDF, school fund raising and well-wishers towards provision of physical facilities to promote guiding and counselling. He further noted that boarding schools were to be started to limit the long distance to school from home and low costs boarding facilities had been started in rural day secondary schools. Kay, (2010) pointed out that students have frequently applied for Government bursaries nevertheless the tendency of awarding bursaries favors boys than girls but in generally both were assisted from the bursary schemes. This may threaten girls' retention in schools.

Monchari, (2012) in his study pointed out that MOEST bursary schemes is one of the projects that was implemented since 1995 to enhance girl child access participation and retention in secondary school education. The study reveals that MOEST has not done much on deliberating on gender impartiality although some girls have been assisted from bursary schemes as cited in Odhiambo, R.A (2012). Hence there is a need for research in Tinderet Sub-county to fill in the gap.

## **2.6 Principals' management of access points and girl child retention**

Plan International (2012) found that the basic and fundamental school based Intervention in retaining girls in school to completion included safety and security and on-discriminatory policies in school and classrooms, Geyin (2007), describe a safe school as a place where learners ,teachers and the staff feel physically psychologically and emotionally free to exercise their skills. The schools are faced with numerous issues related to school security and principals' management of access points which involves gates and fences in the school compound. Gel, K; Tari, L; &Eke, C.L; (2005), shows that where there is safety there are positive relations between managers and teachers, and amongst teachers and learners. It is therefore essential for principals as managers to ensure that the access points are well guarded to retain girls in schools.

The Ministry of Education circular No.GP/1//1/169/Republic GP of Kenya (2001) had several requirements for schools be held at least two times a year emergency

doors to be erected in dormitories, safety guidelines to be displayed in laboratory and workshops, involvement of professional in site preparation, design, erection and preservation of school buildings and clearly demarcated school grounds with proper fencing and secure gates. In the study carried out by Dunez and Guven (2002), show that inadequate regulations and legislation and low social cultural structure were some of the security problems. Geyin (2007) reveals that 90% of teachers did not have any training on security and physical condition. Montee (2008), shows that a safe and healthy school environment is critical to education. The principal has to provide a safe environment for teachers and students to maximize retention and education experience. Schneider (2008) concurs that schools should promote positive school wide effective prevention and intervention strategies to deal effectively with the antisocial and crime behavior. It is therefore important for principals as managers to intervene and manage the access points to enhance girl child retention.

In Turkey, a study carried out by Fatima, O.; Ceyhan, D & Tulin, A. (2010) on school security, problems and the way of tackling them, found that a girls' boarding school in Konya collapsed and 17 girls died 27 others were wounded. The study shows that there were various problems sources threatening school security; this includes the school policies and insufficient school support services. This could threaten girl's retention in secondary school if principals failed to manage the access points in the schools. It also reveals that

threat to school security stem from various sources in the society. It involves issues that comprises a wide range of bodies including educators, managers, parents law enforcement agencies, health and other supportive individuals who are compelled to provide safe working conditions to staff and students. They concluded that schools can ensure safe environment by focusing prevention, intervention and response phases in their safety report.

Leandri (2011) a study on secondary schools in Tswane ; South Africa found that the security measures on access points were ineffective with 20.9 percent whereby learners could enter or exit school premises at any time, 8.6 percent lacked discipline and CCTV cameras were not effective. Majority of educators were unfamiliar with the written security plan. Kirimi, (2014), shows that though principals educate students, they did not emphasize the practice that would create awareness and curb risk exposure among students which would lead to dropout affecting retention of girls. The study recommended strict discipline to be enforced, displaying of safety guidelines and allocation of more funds for management of security in schools. Thus principals' management of access point is important to fill in the gap on girl child retention.

The safety of the school depends to a large extent on measures taken to organize and manage such safety health manual. The management of entrance and exit points is laid out in Kenya Ministry of Education (MOE, 2008) safety and health

manual. The principal or school administrators need to enforce discipline among learners while on school trips or when attending to co-curricular activities away from school. The schools need to have proper demarcation and fenced grounds with a secure gate and the grounds need to be neat, beautiful and safe for girls. A 'NO TRESSPASSING' sign need to be posted next to the main passage way into the school and visitors need to report to the principal's office. All visitors must sign visitors' register and record their Identification cards at the gates, whereby the gate keepers will verify the identification cards as valid and keep them safely. The school staff, principal and the community members have the right to question any stranger found near or within the school grounds MOE, (2008). If the principals control entrance and exit points which interrelate with enforcing safety standards then they may control various indiscipline cases such as sneaking out of school through fences and unguarded gates in order to retain girls in schools

According to Nyakundi (2012) insufficient administration of the employment of safety standards and guide lines was discovered to be difficulty that most institutions faced in instigating safety standards in government managed secondary schools. On the other hand Mburu (2012) a study on factors influencing the implementation of safety standard in public schools in Limuru District, found that the school had safety committees who were active and the school administration were involved in school safety.

Kirimi, (2014), notes that though principals educate students on safety guidelines, they did not emphasize on the practice that would create awareness and curb risk exposure among students. The study further shows that school principals need to sensitize students on the importance of adherence to the safety guidelines. It is on this note that principals management of access point need to be addressed to enhance security for promotion of girl child retention in public secondary schools..

## **2.7 Summary of literature review**

Literature review has dealt with the concept of principals' administrative practices on girl child retention. Alike and Egbochuku (2009) established that principals plays a crucial role of determining whether a student will stay or drop out .This view is also supported by Achoka (2009), Sushila ( 2004) and Okumbe(2001) who also indicated that school administrator need to offer services which help student to adjust better in school.

Rumberger (1983) indicates that school principals need to device strategies to enhance retention which is also supported by Nganda (2000) who says that student with significant problem should not go unnoticed and un-counseled by working closely with teacher counselors. Coleman(1976) asserts that adolescent girls do not need laws to force them to go to school after delivery but ,needs schools and programs that makes them to go to schools whereby principals



provide a conducive environment. Kodek (2012), argues that girls who leave schools because of teenage pregnancies do not seek re-admission, since parents are not aware of policy existence. The centre of study of adolescent (2008) Support that many principals also are unaware of existence of re-entry policy. On the other hand Duemer, L.S., & Mendez- S., (2002). disagree that the policy is implemented by institutional officials like principals thus it can be changed or revised to meet institutional interest .

Elimu yetu (2005), reports that girls participation in education is categorized by noticeable inequalities and drop out varies between regions and is supported by Stromquist (2001) who also contends that girls continually face discrimination in education system in various countries and research focusing on access has failed to document this statistic and education for girls has tension as admission, completion and quality goal remain unachieved. UNICEF (2012) shows that extra levies affected retention of girls, this idea is in agreement with Ombago (2014). Ncube(2004) indicates that despite government support, schools wants to fill up budget deficit and Dawo (2010) agrees that availability of funds promoted retention. On the other hand Monchari says that M.O.E has done little in addressing gender equality despite issuing bursary funds. According to Ogel,K;Tari,L,& Eke,C.(2005) shows that where there is security there is positive relationship between principals and students thus increasing retention.

Dunez (2002) indicates that adequate regulations and legislation causes security problems. Leandri (2011) and Nyakundi (2012) noted that security measures on access point were ineffective, since principals do not create awareness of security and there is inadequate supervision as noted by Kirimi(2014).

## **2.8 Theoretical Framework**

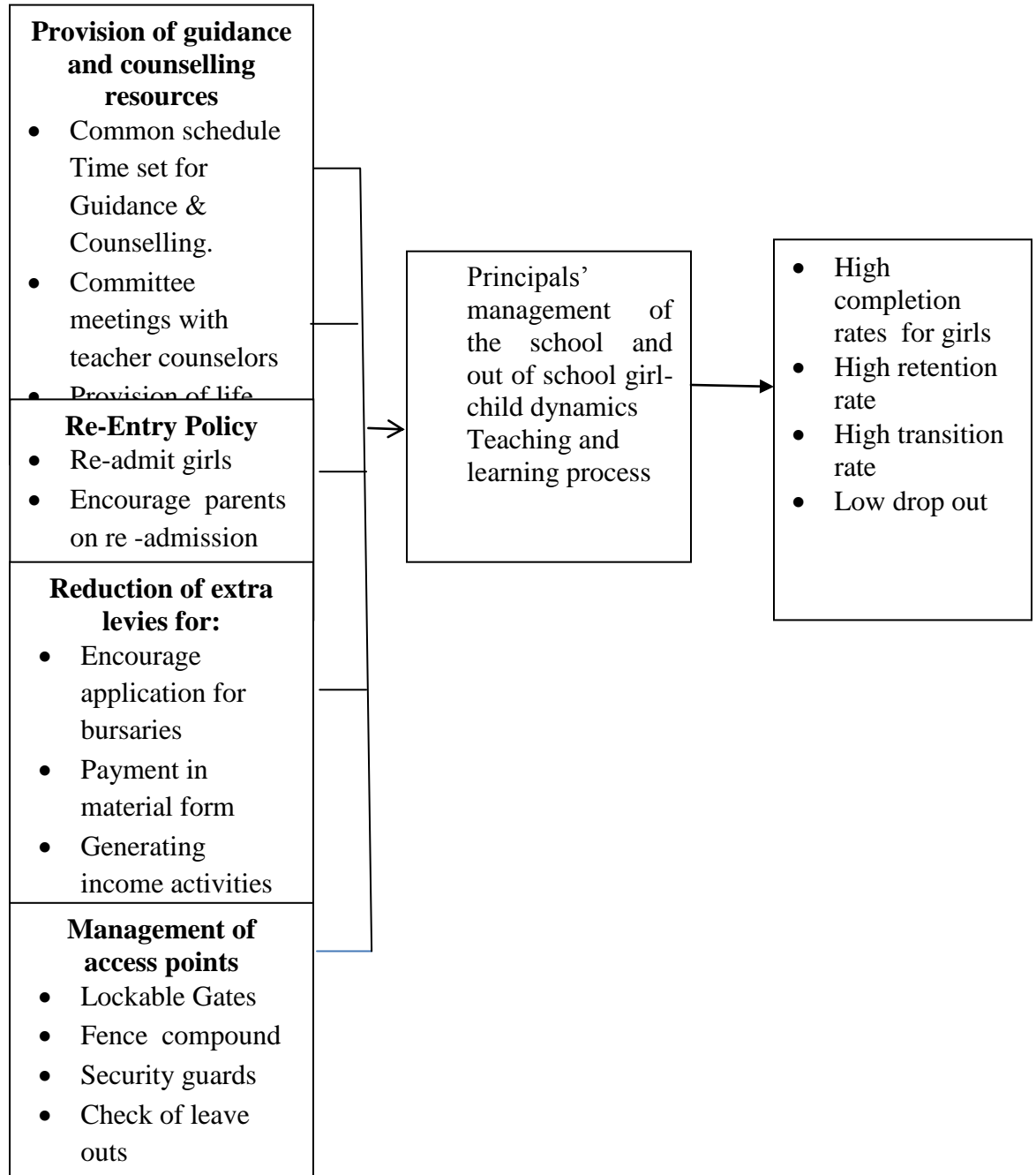
This study adopted the system approach theory which was developed by Ludwing Von Bertalanffy (1968) as cited in Pandya (2011) . The theory owes its origin to the general system theory (GST) and Chester Bernard applied it to management. The theory state that a system is a set of interrelated parts but separate elements which work towards a common purpose and form an organization or unitary whole. What one element does, have a serious implication on others. The theory is one of the modern management approaches. It implies the application of systems concepts to the process of management of the institutions. It provides a framework for planning, decision making, control and problem solving which are duties of a principal. The modern management theory considered the whole institution as an adaptive system, in order to survive one has to adjust to environmental changes, thus a principal need to manage the school environment to make it conducive for girl's retention.

In this case a secondary school for this matter is an example of a system which consists of principals, teachers, students, non-teaching staff like security guards, parents and education officers who interact together with the environment to

achieve the common goal of retaining girls to completion in secondary education. Ludwig Von stressed that real systems are open to and interact with their environment resulting in continual evolution. The secondary schools as a living system, it is in constant process of interaction with their community and other institutions. Therefore the principal being the leader and administrator needs to source girls from community (external environment) who get into the process of teaching and learning process and the output to benefit the community. This girl child student need support from the principal in terms of provision of guidance and counselling resources so that the teacher counselor may be equipped with the necessary life skills which are essential to girls in overcoming challenges that may cause them to dropout.

Further, if the principal will not seek other source of funds like NGOs through interaction and advise parents on critical issues challenging girl-child education, then it may lead to teachers relaxing in guidance and counselling, parents not paying fees, lack of money for repair and maintenance of school fence, gates and difficult in payment of security guards. These may interfere with girl's retention in schools. It is for this reasons that makes it important for principals administration practices be interpreted and understood so as to create harmony in the system to retain girls in school and achieve educational goals. If the principals' administrative practices are not interpreted and addressed, then the expected outcome will not be realized.

## 2.9 Conceptual Framework



**Figure 2.1 Conceptual frameworks on principal's administrative practices on girl-child retention**

Conceptual frame work in Figure 2.1 shows the principal's administrative practices influencing girl child retention in public secondary schools like provision of guidance and counselling resources on girl child retention, execution of re-entry strategy after teenage pregnancy delivery, reduction of extra school levies and management of access points on girl child retention as independent variables. These factors will be assumed to be inputs that will determine girl child retention in public secondary school. Girl child retention in secondary school will be dependent variable or the output

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covered various aspects of the research design, target population, sampling techniques and sample size, validity and reliability of research instruments, data collection techniques, data processing and analysis procedures. Legal and ethical considerations were also covered under this chapter.

#### **3.2 Research Design**

The study employed a descriptive survey research design. According to (Orodho, 2005) description survey designs are used both in the preliminary and exploratory studies to allow researchers to gather information, summarize and interpret for the purpose of clarification. The purpose of descriptive research describes facts and features about an individual group or situation (Kothari, 2004). In this study descriptive survey design was appropriate because it was used to determine, describe and report on the principals practices influencing girl child retention in schools. Borg & Gall (1989) states that the design is projected to produce statistical information about facets of education that is of concern to policy makers and educators.

### **3.3 Target population**

According to Mugenda & Mugenda (2003), target population is an entire group of individuals, events or subjects having common characteristics. It is the sum total of all that conforms to a given specification. The target population comprised of 29 public secondary schools, 201 class teachers, form four girls and 29 principals.

### **3.4 Sample size and sampling procedures**

According to Best & Kahn (2004), a sample is a small proportion of a population selected for observation and analysis. Mugenda & Mugenda (2003), concurs that a sample is a smaller group or sub-group obtained from the accessible population while sampling is a method of selecting subjects for a study in a way that individual selected represents the larger group from which they were selected. Any statement made about the sample will be true of the population, but it is however agreed that the larger the sample, the smaller the sampling error (Orodho, 2002).

Sampling is the procedure of selecting members of a research sample from accessible population which ensures that conclusion from the study can be a comprehensive to study population (Frankel & Wallen, 2000). This study targeted public secondary schools in Tinderet Sub-county. The sub-county has 29 public schools according to Tinderet DEOS office EMIS (2015). The statistics show that Tinderet has 29 principals, 201 teachers and 1864 students within the school.

Stratified sampling was used to identify the sample schools to ensure that all the school categories both boarding and mixed secondary schools were included. Schools were grouped according to the two classifications as follows; girls' boarding and mixed secondary schools. Simple random sampling using rotary was used to select 30 percent of 1864 students giving a sample of 186 students' and 30 percent of 201 teachers giving a sample of 60 teachers. The 9 principals were purposively sampled from 30 percent of 29 schools. According to Kombo and Tromp (2005), purposive sampling purposively targets a group of people believed to be information rich in the study

Mugenda & Mugenda, (2003) proposed that 10 percent to 30 percent of the target population is appropriate sample size. This study targeted 30 percent of all public secondary school. The table below shows the enrolment of girls in Tinderet sub-county from 2012-2015.



**Table 3.1 Girls enrollment in Tinderet sub-county 2012-2015**

<b>CLASS</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>TOTAL ENROLMENT</b>
FORM 1	583	636	742	892	<b>2853</b>
FORM 2	587	539	620	835	<b>2581</b>
FORM 3	510	572	522	660	<b>2264</b>
FORM4	419	500	434	511	<b>1864</b>

**Source:** Tinderet sub-county Education Office 2015 EMIS data

### **3.5 Research instruments**

The questionnaires were administered to the class teachers and students for data collection. This is because they are cost effective in construction and administration, free from researcher's bias, requires less time and data can be collected from a wide population, (Mugenda & Mugenda, 1999). They had both closed and open- ended items.

The data from the principals' were gathered using interviews. Interviews permit much greater depth and provide true picture of opinion and feelings. They are flexible, adaptable and information can be obtained in detail and is well explained (Kasomo, 2007). The principals' interviews contained bio data in section A and section two had items to measure practices on girls retention in general. The items were open ended items to gather views of principals' practices on girl child

retention. Teacher's questionnaire had five sections, section A gathered demographic information, and section B contained items on provision of guidance and counselling resources. Section C contained implementation of re-entry policy; D contained items on reduction of extra levies on girl child retention and section E items on management of access point. The open ended questions generated qualitative data whereas close ended questions generated quantitative data.

### **3.5.1 Validity of the instruments**

According to Mugenda & Mugenda (2003), validity is the degree to which results obtained from the examination of the data actually characterize the phenomena under study. This study was determined by the content validity. Content validity refers to the degree to which the research instruments or tests measure what it need to measure (Kasomo, 2007). Content validity was established through the use of professionals or experts in the department of education administration and planning, university of Nairobi and adjustment were made thereafter to suit the study. The instrument validity was improved by pretesting of data collection tools using a pilot study. The instrument were administered using four schools to assess research instruments. It helped to check for any ambiguity in the questions and to confirm if the items in the research instruments had addressed the research objectives. Also to check whether the respondents had understood and dealt with confusion over any question or phrases. The research instruments were validated in terms of, clarity, ambiguity, content, level of language used and any other

additional information on the questionnaires to make the instruments more comprehensive and to ensure it measures the variables planned for the study.

### 3.5.2 Reliability of the instruments

According to Mugenda and Mugenda, (2003), reliability is concerned with the extent to which the instrument yields the same results on repeated trials. If a researcher administers a test to subject twice and gets the same score on the second administration as the first test, then there is reliability of the instrument Mugenda & Mugenda, (1999). A pilot study was used to determine whether there were ambiguous item and to ensure that the instrument elicits certain expected outcomes (Orodho ,2004). The reliability of the instruments was determined by use of test-retest method. The instruments were administered to four public secondary schools which were not included in the study to asses reliability of the instruments. This was done within and interval of two weeks. Pearson's product moment correlation co-efficient was used to compare raw data using the formula:

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

Key:

Where:

R-Pearson's product moment correlation coefficient

X-Results from the first test

Y-Results from the second test

N-Number of observations

According to Mugenda & Mugenda (2003) a coefficient of 0.70 or more shows that there is high reliability of the instrument. A coefficient of 0.764 for principals', 0.79 for teachers and 0.82 for students were obtained which implied that the instruments were reliable.

### **3.6 Data collection procedures**

The researcher obtained all the necessary documents including an introduction letter from the University of Nairobi then permission from the National Commission for Science, Technology and Innovation (NACOSTI). Copies of the permit were presented to the County Commissioner and County Director of Education, Nandi County and the Sub-county education officer. The researcher personally visited the sample schools to introduce herself to the principals to seek permission to carry out research in their schools and make arrangements on when to interview the principals. The researcher then delivered the questionnaire to the respondents in their respective schools for self-administration and ensured that the respondents understood what was required of them. The respondents were assured that strict confidentiality will be maintained and that the research is meant for academic purposes only. Respondents were not forced to participate in the study.

### **3.7 Data analysis techniques**

Analysis refers to examining the coded data critically and making inferences (Kombo & Tromp, 2006). The data obtained for the study was both qualitative and quantitative .After data collection, the instruments were checked for completeness, errors and consistency .The study used statistical package for social sciences (SPSS) programme version 22.0 to analyze the data. This was carried out by first cleaning, coding, entering and thereafter analyzing. According to Mugenda (1999), the data must be cleansed, coded, key-punched into a computer and analyzed. Quantitative data was edited to eliminate inconsistencies, summarized and coded for easy classification in order to facilitate tabulation and interpretation Frequency distribution and percentages were computed for all items. Descriptive statistics was used to describe the sample data to display typical respondent and to reveal general response pattern. Descriptive statistics used included the tables of frequencies, percentages, means, pie charts and graphs. Qualitative data analysis was done by describing the distribution of single variables .The relationship and links between the independent and dependent variables was discussed and logical conclusions were made. Qualitative data from interviews were analyzed in sub themes and themes which derived from the Data and reported as narratives.

### **3.8 Ethical Consideration**

According to Muganda and Mugenda (2003), ethics are conducts and serves as guide to one's behavior. Ethical consideration is essential for any research in any profession since it acts as a guideline that governs the research process. In this study, the researcher ensured that the guide lines for ethics were adhered to through the ethics Board. Ethical issues included ,avoidance of fraud and plagiarism ,confidentiality and privacy of information obtained from respondent, avoidance of physical and psychological harm to the respondent, proper conduct of the researcher during the research process ,being honest and portraying high integrity. The research also obtained voluntary and informed consent from the respondent and dissemination of findings ,this ethics were strictly observed by the researcher.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1. Introduction**

This chapter presents and discusses the finding of the study. The purpose of this study was to investigate principals' administrative practices influencing girl child retention in public secondary schools in Tinderet sub-County, Nandi County, Kenya. The following objectives were considered; principals' provision of guidance and counselling resources, implementation of re-entry policy for girls after delivery, implementation of reduction of extra levies and principals' management of access points and their influence on girl child retention in public secondary schools. First section of the chapter presents questionnaire return rate and demographic data of the respondents. Section two presents data on the four objectives. The data was collected using questionnaires which were administered to students, teachers and interviews to principals.

The data was compiled using frequencies and percentages there after presented in tables, pie charts and bar graphs. The data analysis and interpretation of findings were in relation to the objectives and research questions of the study

## 4.2. Questionnaire return rate

Questionnaire return rate is the proposition of questionnaires that are returned to the researcher from the respondents that participated in the study (Baruch 1999)

Table 4.1 shows the questionnaires return rate for the study.

**Table 4.1: Respondent return rate**

<b>Respondents</b>	<b>Sample size</b>	<b>Response</b>	<b>Return rate</b>
Students	186	172	97.7%
Teachers	60	43	93.5%
Principals	9	6	66.6%

The questionnaires and interviews were filled and returned the same day they were administered. The data in Table 4.1 indicates that majority of principals were contacted and the return rate for class teachers and students were above 90 percent. A 50 percent response rate is adequate, 60 percent good and above 70 percent and over is excellent (Mugenda & Mugenda, 2003).

## 4.3 Demographic data of the respondents

This section presents the demographic data of principals, class teachers and that of students that were used in the study. The section presents the demographic data of principals precede that of class teachers and then follows that of the students. The reason for the personal information was to acknowledge the insight of different characteristic of the respondent who participated in this study and assess their ability to give reliable information. Age, gender and academic qualification



are factors that can influence the kind of response given to questions. Lack of female role model in positions of school principals' has negative effects on girl – child retention (Kavulu, 2013). The researcher sought to establish the gender of the respondents. Their responses are shown in Table 4.2.

**Table 4.2: Distribution of respondents by gender**

	Principals		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Male	4	66.67	19	44.2
Female	2	33.33	24	55.8
<b>Total</b>	<b>6</b>	<b>100</b>	<b>43</b>	<b>100</b>

Table 4.2 revealed that majority of principals were male and majority of class teachers were female. The researcher included the gender of principals and teachers in order to establish the magnitude to which each of the sexes influences girl child retention in public secondary schools. This shows that there were more male principals in the mixed public schools than in girls boarding schools in Tinderet sub county .This implies that inadequate female principals in administration affects girl child retention in public secondary schools since girls feel insecure. According to (Dryden, 2011) The presence of female teachers plays a role in creating a secure environment for girls. Obunga (2011), state that female

can attend to all calls pertaining to individual needs and due to their motherly love, patience and kindness for students which is an absolutely absent in most men if not all. According to Kirk (2006), placement of female teacher can have an immediate impact on access to education by the girls.

There is a positive relationship between age and dropout. Ochanda (2014) found that girls dropped out most at 17 years. Probability of girls to be retained in school is likely to decrease as they become older. The researcher sought to establish the age bracket for students. The results are shown in Table 4.3.

**Table 4.3: Distribution of students by age bracket**

	<b>Frequency (f)</b>	<b>Percent (%)</b>
16 – 17 years	7	4.1
18 – 19 years	149	86.6
Over 19 years	16	9.3
<b>Total</b>	<b>172</b>	<b>100</b>

The data in Table 4.3 indicates that majority of students were aged between 18 – 19 years. This was an indication that the students were mature enough to understand and answer appropriately the questions that they were being asked. The findings also indicate that majority of girls aged 18 – 19 years have been retained in school. Oyugi (2016) found that the age range experiencing the highest

dropout was between 16 – 17 year due to lack of provision of guidance and counselling and financial constraints that were responsible for drastic dropouts.

Studies show that teachers’ age can affect retention and performance of students for example Ololube (2013) found that students had negative perceptions of young teachers.

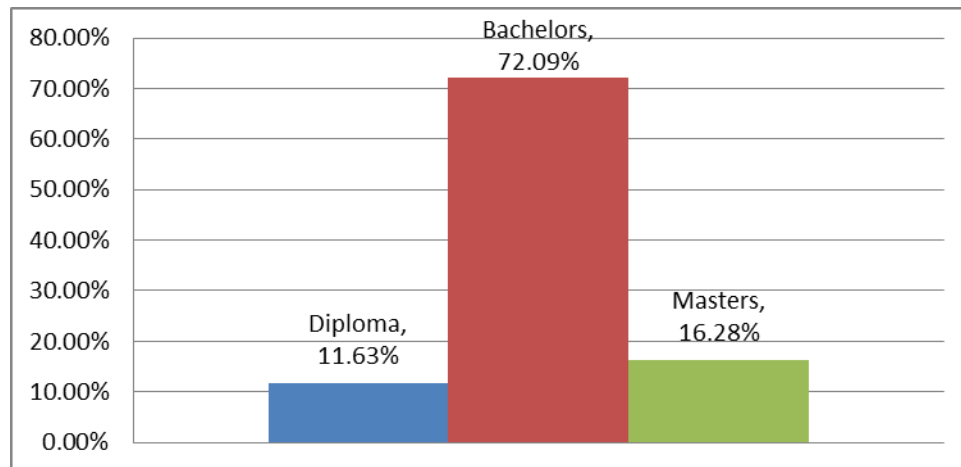
The researcher also wanted to establish the age bracket of teachers. The results are shown in Table 4.4

**Table 4.4: Distribution of teachers by age bracket**

	<b>Frequency (f)</b>	<b>Percent (%)</b>
24 – 28 years	5	11.6
29 – 33 years	8	18.6
34 – 38 years	13	30.3
39 – 43 years	9	20.9
Over 43 years	8	18.6
<b>Total</b>	<b>172</b>	<b>100</b>

Table 4.4 indicates that majority of teachers (30.3 %) were aged between 34 – 38 years. This implies that the teachers are mature, experienced, have greater wisdom and capacity to handle the girls and boost their retention in school. Studies show that teachers’ age can affect retention and performance of students. Aged teachers having had the experience to handle many students especially girls, they had the ability to influence positively their retention in schools (Oyugi, 2016). Academic

qualification of teachers has positive influence on the quality of educational services delivered thus affecting the retention of girls in schools. Trained teachers produce better results in students' achievement and are able to affect student retention (Njue, 2014). The researcher further sought to establish the academic qualification of teachers. The results are shown in Figure 4.1

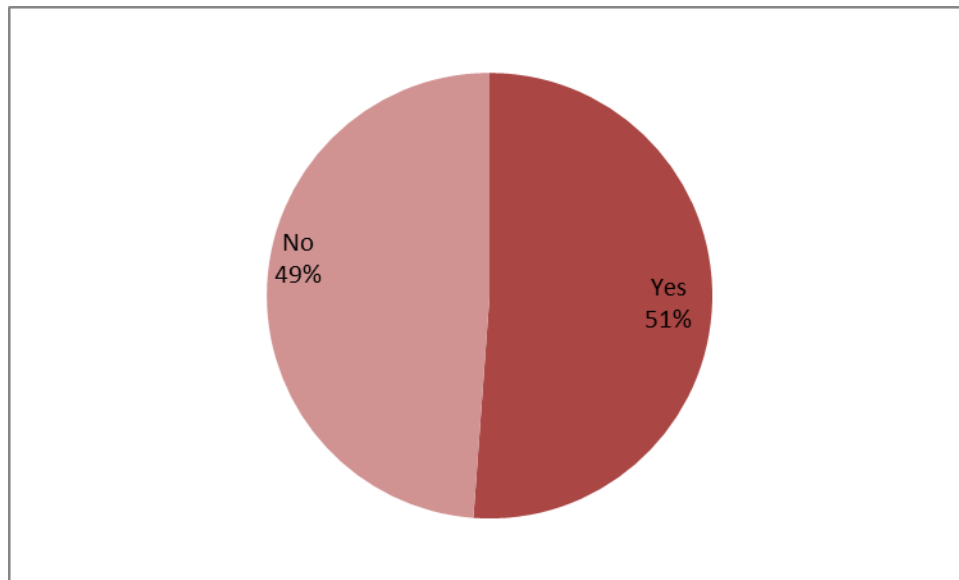


**Figure 4.1: Distribution of teachers by academic qualification**

Figure 4.1 shows that majority of teachers (72.09 %) had bachelor degree. This implies that majority of teachers were qualified to teach. Trained teachers produce better results in students' achievement and are able to affect students' retention. Trained teachers produce better results in students' achievement and are able to affect student retention (Njue, 2014).

#### **4.4 Principals' provision of guidance and counselling resources on girl child retention**

Guidance and counselling is an effective tool in encouraging girls to remain in school. The study sought to establish whether the schools had all the resources for guidance and counselling. The students were asked to indicate if the resources were available. Their responses are shown in the Figure 4.2



**Figure 4.2: Availability of guidance and counselling resources**

Figure 4.2 indicates that majority of students (51 %) indicated that their schools had all the resources for guidance and counselling .Availability of resources prevents students from dropping out of school. To prevent students drop out in schools, an effective counselling facilities should be in place more so to the girl child to help them stay in school to completion (Kimemia, 2012).

The researcher sought to establish from the respondents the extent to which the principal had provided the guidance and counselling resources. Their responses are shown in Table 4.5.

**Table 4.5: Guidance and counselling resources provided by principals on girl-child retention.**

	Yes		No	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Common time schedule for Guidance and Counselling	193	89.8	22	10.2
Life skill materials	101	47.0	104	53
Invite motivation speaker	177	82.3	38	17.7
meetings with teacher counselors and principal	94	43.7	121	56.3
Organize motivational speakers	177	82.3	33	17.7

**N = 215**

The data on Table 4.5 indicate that majority of respondents students agreed that the principals provided a common time schedule for guidance and counselling, majority On inviting and organizing motivation speakers, 82.3 percent of the student's respondents agreed with the sentiments. When asked whether principals' provided resources for guidance and counselling, majority of the principals' (100 percent) said they did provide. Other resources provided by principals included magazines, video tapes, record and motivation books as majority of principals

responded. Majority of respondents also said that the principals did not provide life skills materials and could not hold meetings with teacher counselors. This implies that the schools whose principals' provided motivation speakers and had common time for guidance and counselling noted high retention. The schools where principals' did not provide life skills and did not hold meetings with teacher counselors registered low girl child retention. Guidance and counselling has a significant impact on the retention of girl child in secondary schools and more so when it is provided by the principals'. The school principals should play a key role in influencing retention of students.

The researcher sought to establish from teachers how often principals participate in guidance and counselling. Their responses are shown in Figure 4.3

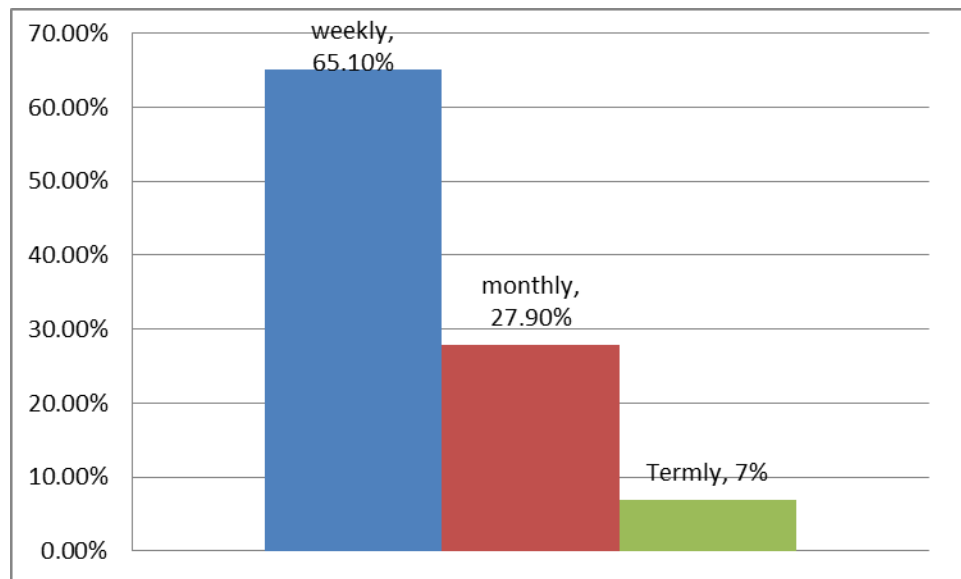
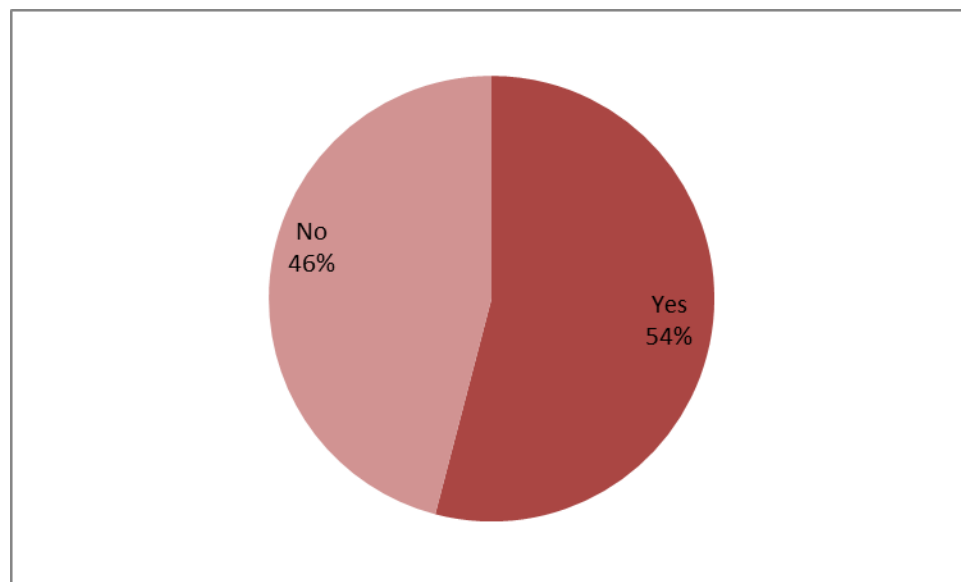


Figure 4.3 Principals participation in guidance and counselling

Figure 4.3 shows that majority of principals (65.1 %) participate in guidance and counselling on weekly basis. This implies that majority of principal set aside one day in a week to counsel the girls which improves their perception about their future, hence increased retention rate. School administrators should show concern and effectively solve the students’ problems through consistent and timely intervention to motivate learners during their stay in school (Okumbe, 2001).

The researcher sought to establish from the learners extent to which the principal encouraged them to seek guidance and counselling. Their responses are shown in Figure 4.4.

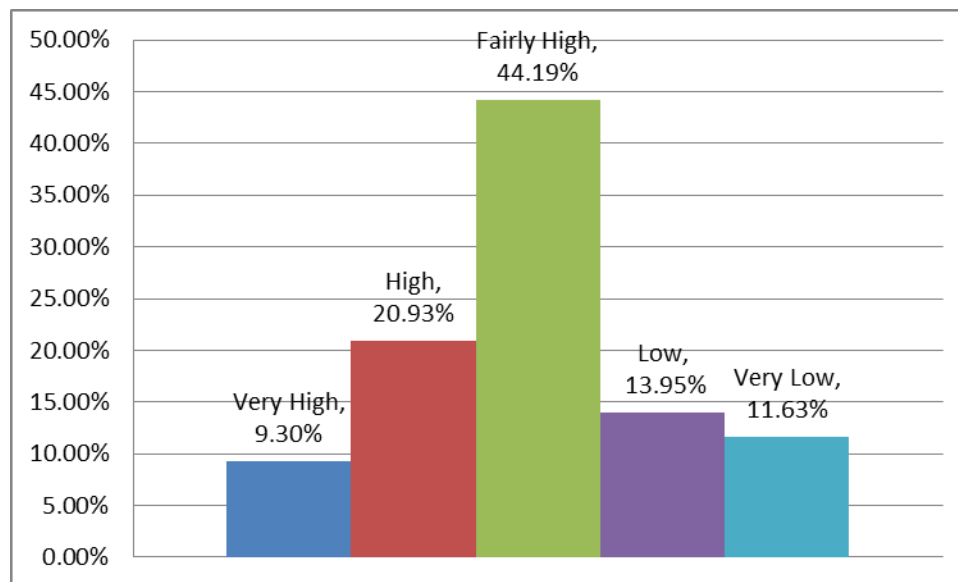


**Figure 4.4: Students’ response on principals’ encouragement about seeking Guidance and counselling**



Figure 4.4 shows that majority of learners (54 %) agreed that principals encouraged them to seek guidance and counselling. This implies that the principals care much about the welfare of their students which may improve their retention in school.

A comprehensive guidance and counselling should be relevant for the client, and not merely maintain a status quo (Eddy, 2001). It must be purposeful, and designed to meet the priority needs of the clients. Teachers were asked to rate guidance and counselling in their schools. Their responses are shown in Figure 4.5



**Figure 4.5: Guidance and Counselling rating**

The data in Figure 4.5 shows that many teachers (44.19 %) rated guidance and counselling fairly high in their schools. This implies that the guidance and counselling is relevant for the girls, and it will positively influence their retention

as it is designed to meet their needs. High school guidance and counselling influenced the students' perception about their future hence leading to their retention in schools in anticipation of greater benefits when they complete education (Mau, Hitchcock, & Calvert, 1998).

The teachers were further asked to indicate their level of agreement with the following statements relating involvement of principals' provision of guidance and counselling resources. Scale 1=strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.

**Table 4.6: Involvement of principals' provision of guidance and counselling On girl-child retention**

Statements	1		2		3		4		5	
	f	%	f	%	f	%	f	%	F	%
Principal invite professionals from outside to advice students	7	16.3	14	32.6	11	25.6	6	14	5	11.5
Principal sponsor teachers for counselling training	5	11.5	11	25.6	17	39.5	9	20.9	1	2.3
Principal provide counselling resources such as office and textbooks	23	53.5	13	30.2	7	16.3	-	-	-	-
Principal motivate teachers to offer counselling services	15	34.9	24	55.8	4	9.3	-	-	-	-
Principal discuss with teachers the challenges facing the counselling section	18	41.9	13	30.2	8	18.6	2	4.7	2	4.7

**N = 43**

The data on Table 4.6 indicates that many teachers (32.6 %) agreed that principals invited professionals from outside to advice students. (39.5%) of teachers moderately agreed that principals sponsor teachers for counselling training. This implies that principals are concerned with the guidance and counselling process in their schools by sponsoring teachers for training. Majority of teachers (53.5%) strongly agreed that principals provided counselling resources such as office and textbooks. Majority (55.8%) also agreed that principals motivated teachers to offer counselling services; such schools experienced high girl child retention. This study reveals that principals’ administrative practices highly influence girl child retention.

The researcher sought to establish from the respondents the extent to which principals’ provision of guidance and counselling resources have on girl child retention. Their responses are shown in Table 4.7

**Table 4.7: Influence of principals’ provision of guidance and counselling Resources on girl-child retention**

	Teachers		Students	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Yes	33	76.7	127	73.8
No	10	23.3	45	26.2
<b>Total</b>	<b>43</b>	<b>100</b>	<b>172</b>	<b>100</b>

Table 4.7 indicates that majority of teacher and student respondent who agreed was above 70 percent that principals' provision of guidance and counselling resources influence girl child retention. This implies that availability of guidance and counselling resources as provided by principals influence girls' retention in public secondary schools.

#### **4.5 Influence of principals' implementation of re-entry policy for girls after delivery and girl child retention**

Many countries in Africa have formulated policies of re-entry that permits girls who get pregnant to carry on with schooling after delivery. The researcher sought to establish how principals' implementation of re-entry policy for girls after delivery influences girl child retention. Class teachers and students were asked to indicate the extent to which the students had ended their studies before completing their education cycle because of pregnancy in the last four years. Their responses are shown in Table 4.8

**Table 4.8: Responses on girl-child dropout cycle**

	Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	37	86.1	109	63.4
No	6	13.9	63	36.6
<b>Total</b>	<b>43</b>	<b>100</b>	<b>172</b>	<b>100</b>

Table 4.8 indicates that majority of teacher and students agreed that girls had ended their studies before completing their education cycle because of pregnancy in the last four years. This implies that some girls do not go back to school after delivery. This was due to many girls being not aware of re-entry policy. Many girls who leave school do not seek re-admission because they are not aware that there is a policy to protect them (Obonyo and Thinguri, 2015). When asked about the trend, majority of principals (80%) indicated that they encouraged girls' to continue with their studies after delivery.

The class teachers were further asked to indicate the number of girls in their class who could not go back school due to pregnancy. Their responses are shown in Table 4.9

**Table 4.9: Number of girl-child dropout due to pregnancy**

<b>Number of girls due to pregnancy</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
1 – 2	29	67.4
3 – 4	12	28.0
5 – 6	1	2.3
Over 6	1	2.3
<b>Total</b>	<b>43</b>	<b>100</b>

The data on Table 4.9 indicates that majority of class teachers (67.4 %) indicated that between 1 – 2 girls could not go back to school because of pregnancy affecting retention in schools. This implies that girls are still dropping out of schools due to pregnancy and are not aware of the re-entry policy. When asked about reasons for girls not returning after delivery, one of the principals indicated that being a catholic school, they did not encourage such due to faith issues such schools had low girl child retention. It shows that principals were not creating awareness of re-entry policy to girls and parents.

The researcher sought to establish from class teachers and students the extent to which the principals implement re-admission policy for girls after teenage delivery. Their responses are shown in Table 4.10

**Table 4.10: Responses on principal’s implementation of re-entry policy on Girl-child retention**

Response on re-entry policy after teenage pregnancy delivery	Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	34	79.1	117	68.0
No	9	20.9	55	32.0
<b>Total</b>	<b>43</b>	<b>100</b>	<b>172</b>	<b>100</b>

Table 4.10 indicates that majority of teacher and students agreed that principals implemented re-admission policy and this implies that principals’ are aware of the re-entry policy hence girls are free to go back to school after delivery which enhances retention. This is in support of Tee (2008) who notes that application and interpretation of the re-entry policy depends on principals’, teachers and board members. FAWE (2001), if principals’ do not value girls’ education then girls seeking re-admission suffer. The principals need to advise and create awareness to both parents and girls about the policy.

**4.5.1The principals’ improvement of re-entry policy after delivery and girl-child retention**

The researcher sought to establish from respondents the extent to which principals’ implemented re-entry policy and how it could be improved. Majority

of principals indicated that liaising with parents of affected girls to guide their children and motivate them to return to school would improve re-entry policy. Introducing boarding for girls and offering material support for affected girls could also improve re-entry.

The researcher sought to establish from the respondents the influence of principals' implementation of re-entry policy for girls after delivery on girl child retention. Their responses are shown in Table 4.11



**Table 4.11: Influence of principals' implementation of re-entry policy and girl-child retention**

	Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	39	90.7	151	87.8
No	4	9.3	21	12.2
<b>Total</b>	<b>43</b>	<b>100</b>	<b>172</b>	<b>100</b>

Table 4.11 indicates that majority of teacher (90.7 %) and student (87.8 %) agreed that principals' implementation of re-entry policy for girls after delivery influences girl child retention.

#### **4.6 Extent to which principals' reduction of extra levies influences girl child retention**

The researcher sought to establish the extent to which principals' implementation of reduction of extra levies has on girl child retention. The respondents were asked to indicate the extent to which the schools had scaled down the development of its projects in order to reduce cost. Their responses are shown in Table 4.12

**Table 4.12: Responses on principals' reduction of extra levies by scaling down income generating projects on girl-child retention**

<b>Response on yes/no levies</b>	<b>Percentage</b>	<b>of Girls retention rate</b>
	<b>schools</b>	
Low levies	69	83.8
High levies	31	16.2

Table 4.12 indicates that (69%) of the schools had low levies and therefore the girls retention rate was high (83.8%) while 31 percent of the schools who charged high extra levies girl-child retention was low (16.2%). This implies the lower the levies in the school the higher the retention rate. High retention rate indicated that the schools had scaled down the development of its projects in order to reduce cost. This implies that the school fee for majority of schools is less and therefore not expensive to deny girls access to education. This is in accordance to Ombago (2014); UNICEF (2012) reveals that extra levies were some of the causes of the girl's dropout affecting retention in secondary school.

The researcher sought to establish from respondents the population of students who had left school due to school fees. Their responses are shown in Table 4.13

**Table 4.13: Number of student who dropped out due to school fees**

<b>Number of students</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Below 4	36	83.8
Above 4	7	16.2
<b>Total</b>	<b>43</b>	<b>100</b>

The data on Table 4.13 indicates that many class teachers (83.8%) indicated that below 4 students had dropped out of school due to school fees. As noted by Gachukia, (2004) who shows that low income can prevent poorer children from attending school and disadvantages mostly girls

The teachers were further asked to indicate their level of agreement with the following statements relating involvement of principals' reduction of extra levies. Scale 1=strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.

**Table 4.14: Involvement of principals' reduction of extra levies on girl-child retention**

Statements	Strongly agree		Moderately agree		disagree		Strongly disagree			
	f	%	f	%	f	%	F	%		
	The principal seeks other sources of financing	12	27.9	17	39.5	8	18.6	2	4.6	2
The principal tries to cost share school spending	19	44.2	14	32.6	5	11.6	3	7	2	2.6
The principal initiates income generating activities in school	15	34.9	16	37.2	6	14	5	11.6	1	2.3
The principal develops and implements short term projects	21	48.9	18	41.9	2	4.6	2	4.6	-	-
The principal enhance resource utilization	14	32.6	21	48.9	6	14	1	2.3	1	2.3

**N = 43**

The data on Table 4.14 indicates that on the side of seeking other source of funds, majority of teachers strongly agreed that principal sought other sources of financing and on the initiation of income generating projects in their school, majority agree that principals initiated these project such as horticultural farming in the school, keeping of livestock and operating school canteen. Majority of teachers strongly agreed that principal tried to cost share school spending and they develops and implemented short term projects .This implied that in such schools recorded high girl child retention compared to those schools whose principals charged extra levies experienced low retention rate.

The researcher sought to establish from the respondents the influence of principals’ reduction of extra levies on girl child retention. Their responses are shown in Table 4.15

**Table 4.15: The influence of principals’ reduction of extra levies on girl-child retention**

<b>Respondents</b>	<b>yes</b>		<b>No</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>
Teachers	41	95.35	2	4.65
Students	168	97.67	4	2.33
<b>Total</b>	<b>209</b>	<b>97.21</b>	<b>6</b>	<b>2.79</b>

Table 4.15 shows that majority of teachers and students response was above 90 percent who agreed that those schools where principals' implemented reduction of extra levies by scaling down income generating projects experienced high girl child retention. It also shows that there was low retention in schools where principals' failed to implement reduction of extra levies since girls could not afford fees causing them to drop or transfer to other schools hence affecting retention.

#### **4.7 The extent to which the principals' management of access points influences girl child retention**

According to the study the objective four was to determine the extent to which the principals' management of access points influences girl-child retention. The respondents were asked on the number of access points which enhance security of girls in the school, the consequences and management of access points as follows:

The respondents were asked the number of access points their schools had, majority of the respondent's principals' (100 %) indicated that their schools were fenced and had only one access point. This implies that movement of students in and out is strictly monitored and guarded. According to Sang (2011) administrators must allocate resources for guards, fencing and surveillance of school grounds for security purpose.

The researcher sought to find from teachers the level of agreement with the following statements. Their responses are shown in Table 4.16

**Table 4.16: Teachers’ responses on security of school on girl-child retention**

Teachers response	Yes		No	
	F	%	F	%
The principal ensures that access points are guarded	37	86	6	14
The school has a perimeter wall around and a gate	9	20.9	34	79.1
The principal ensures that security guards controls the entry and exit of visitors	43	100	-	-
The school has enough security guards	31	72.1	12	27.9
The principal ensures that the staff members enforce rules consistently and equitably	25	58.1	18	41.9
The principal ensures there is security management committee in the school	22	51.2	21	48.8
The community around informs the principal on any suspicious activity such as sneaking of girls	19	44.2	24	55.8
<b>N = 43</b>				

Table 4.16 indicates that majority of teachers (86 %) agreed that principals ensures that access points are guarded. 79.1 percent disagreed that schools have perimeter wall around and a gate. The researcher noticed that majority of schools were fenced using barbed wires and had gates. Majority of teachers (72.1 %)

agreed that schools had enough security guards. This implies that the students are guarded but since the school does not have perimeter walls, the students can sneak out of school and as result they can become pregnant and there is need for readmission after delivery hence affecting retention of the girl child in secondary schools.

The researcher sought to find from the principals the effects of girls sneaking out of school and all the principals (100 %) gave the following responses; the girls were suspended and reported back with their parents, they were asked to buy a roll of barbed wire, punished and later talked to through guidance and counselling.

The respondents were asked on ways of improving and managing school security. The respondents gave the following suggestions; enhancing security by employing enough guards, ensuring that the guards are vigilant at all times, having only one access point for easy monitoring of those who enter or leave the school.

The researcher sought to establish from the respondents the influence of principals' management of access points on girl child retention. Their responses are shown in Table 4.17



**Table 4.17: Influence of principals' management of access points on girl child retention**

	YES		NO	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Teachers	27	62.8	16	37.2
Students	117	68.0	55	32.0
<b>Total</b>	<b>144</b>	<b>66.98</b>	<b>33.02</b>	<b>100</b>

Table 4.17 indicates that majority of teacher and student agreed that principals' management of access points influences girl-child retention. This implies that in those schools where the principals manage assess points the retention was higher than in schools where principals were reluctant on access points. According to Mgadha (2006) in some schools, it was noted that certain areas were fenced to prevent unsupervised access whereas other schools had no areas demarcated as out of bounce for learners. Safety threats were applied only in areas that were out of sight. In addition most schools had safety committees with gapping perimeter walls. This study thus fills in the gap that principals' management of access point has a great influence on girl child retention in public secondary schools.

**CHAPTER FIVE**  
**SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE**  
**STUDY**

**5.1 Introduction**

This chapter presents the summary of the findings of the study, conclusions, recommendations as well as suggestions for further studies.

**5.2. Summary of the findings**

The purpose of this study was to investigate principals' administrative practices influencing girl child retention in public secondary schools in Tinderet sub-County, Nandi County, Kenya. Specifically the study was guided by four objectives that included establishing the influence of principals' provision of guidance and counselling resources, principals' implementation of re-entry policy for girls after delivery, principals' implementation of reduction of extra levies and principals' management of access points on girl child retention.

The study used system approach theory advanced by Ludwing Von Bertalanffy (1968). The theory states that a system is asset of interrelated part but separate elements which work toward common purpose and form an organization of unitary form. What one element does, have a serious implication on others. For higher rates of retention to be achieved in schools, principals' administrative practices must be effective. The study employed a descriptive survey research

design where the target population comprised of 29 public secondary schools, 201 TSC teachers, form four girls and 29 principals. Stratified random sampling was employed to identify the sample schools. Selection of the 186 students was done by simple random sampling, 60 teachers and 9 principals were purposively sampled from 29 schools. According to Mugenda & Mugenda (2003), indicated a sample 10-30 percent was appropriate in the social sciences study.

The study used questionnaires to class teachers and students for data collection. Data from the principals' was gathered using interviews. The study investigated why there was low retention of girls in public secondary schools despite the government's efforts for total transition to secondary schools and establishing free day secondary schools. The finding analyses and interpretations are discussed in chapter four. The respondents were principals, class teachers and form for girls in public mixed day and boarding schools. The instruments were treated as per the directives from the qualified and expert's supervisors from the department of education administration and planning who checked the validity and reliability of the instruments. At test- retest technique was used which gave a value of 0.76 hence deemed reliable for the study. The instruments were administered to the respondents in the sample school by the researcher personally. The questionnaire return rate was 97.7 percent for students, 93.5 percent teachers and 66.7 percent of principals responded to the interview instruments and this was considered perfect for the study.

The study shows that majority (66.67%) of principals were males while (33.33%) were females. The study discovered that majority of students indicated that their schools had all the resources for guidance and counselling. This shows that majority of principals have tried to provide the needed guidance and counselling resources. Majority of respondents indicated that some of the resources provided by the principal included, common time schedule for guidance and counselling, inviting motivation speakers and holding meetings with teacher counselors. The study also found that majority of principals participates in guidance and counselling only once. Guidance and counselling was rated fairly high by many teachers. On the influence of principals' provision and coordination of guidance and counselling resources on girl child retention, majority of the respondents indicated that it did influence positively.

The second objective of the study was to establish the influence of principals' implementation of re-entry strategy for girls after delivery on girl child retention. The study found that many girls had ended their studies before completing their education cycle because of pregnancy in the last four years that were under study. The number of girls was between one and two girls in different classes who could not go back to school due to pregnancy. Majority of teachers and students agreed that principals implement re-entry strategy for girls. Re-entry policy could be improved by principals in liaising with parents of affected girls to guide their

children and motivate them to return to school and introducing boarding for girls and offering material support for affected girls. On influence of principals' execution of re-entry strategy for girls after school teenage pregnancy on girl child retention, the study found that majority of respondents re-entry policy had influenced girl child retention in school.

The third objective of the study was to assess the extent to which principals' reduction of extra levies influences girl child retention. The study found that majority of respondents indicated that the schools had scaled down the development of its projects in order to reduce cost. This was one way principals used to reduce extra levies. Some principals initiated income generating activities such as farming on school farms, keeping of livestock and operating school canteen. The numbers of students who had left school due to school fees was between 3 – 4 according to teachers and students from their respective classes. On influence of principals' reduction of extra levies on girl child retention majority of respondents agreed that it did influence positively as it made education less expensive.

The fourth objective was to assess the extent to which the principals' management of access points influences girl child retention. The study found that majority of the respondents indicated that their schools were fenced and had only one access point. Principals ensure that the access points are guarded and had enough

security guards. Consequences of sneaking out of school included, suspension then one reports back with their parents, punishment and later talked or buying a roll of barbed wire. On influence of principals' management of access points on girl child retention, majority of respondents agreed that it did influence positively by ensuring the girls are in school all the time and they are secure

### **5.3 Conclusions**

The study achieved its objective of investigating principals' administrative practices influencing girl child retention in government managed secondary schools in Tinderet sub county Nandi County, Kenya. These factors included, principals provision of guidance and counselling resources, principal implementation of re-entry policy for girls after delivery, principal implementation of reduction of extra levies and principal management of access point. Based on the foregoing findings, several conclusions were arrived at in terms of objectives as follows;

The first research objective was to establish the extent to which principals' provision of guidance and counselling resources influence girl child in public secondary schools in Tinderet Sub County. It was found that Principals' provision of guidance and counselling resources influences girl child retention. Availability of these resources creates an enabling environment for girls and this keeps them in school for the entire education cycle without dropping out.

The second objective was to establish principal implementation of re-entry strategy for girls after delivery influence girl child in public secondary schools in Tinderet Sub County. The research found that many girls do not go back to school after teenage pregnancy. This is because many are not aware of the re-entry policy which is there to protect them. Many principals are implementing the policy and encourage those girls who get pregnant to come back to school after delivery. This positively ensures girls stays in school until completion.

The third objective was to access the extent to which principals' influence girl child retention in public secondary school in Tinderet Sub County. It was found from the study that Principals' scaled down the development of its projects in order to reduce cost. This was because many students had dropped due to high fees. Schools had also initiated other income generating activities so that they don't charge parents extra money. This has made fees in those schools affordable and it positively influence girl child retention.

The fourth objective was to determine the extent to which principals' management of access point influence girls retention in government public secondary schools in Tinderet Sub County. From the study, the Schools are fenced and majority had only one access point which is tightly guarded by many guards who are employed by the school. Having one access point helps in

monitoring the movements of students in and out of the school. It ensures that girls are in school all the time and this improves on their retention.

#### **5.4 Recommendations**

The following recommendations were made by the study:

- i. Principals should ensure that the needed resources specifically life skills materials and frequent holding meetings with teacher counselors for guidance and counselling are available. They should frequently participate in guidance and counselling as majority only participates once.
- ii. The community should be sensitized about re-entry policy as many girls who get pregnant do not go back to school after delivery due to lack of information about the policy.
- iii. Schools should come up with other ways of generating income so that parents do not pay extra money and this will make education affordable and many girls from poor backgrounds will afford and complete their education.
- iv. Schools should not have many access points as this will allow students to sneak out, engage in bad activities when they are supposed to be in school. This can encourage absenteeism and later make one drop out of school.

#### **5.5 Suggestions for further study**

- i. There should be further research on other principals' administrative practices influencing girl child retention in public government owned



secondary schools in Tinderet sub-County, Nandi County, Kenya since this study focused only on: principals' provision of guidance and counselling resources, implementation of re-entry policy, reduction of extra levies and management of access points.

- ii. Influence of implementation of re-entry policy and strategies for the girl child after school teenage pregnancy on achievement of gender parity in education.
- iii. A replica of the study should be carried out in other areas.

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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTORY**

**Susan Minayo Unguku,  
University of Nairobi,  
P.O BOX 30197-00100,  
Nairobi.**

The Principal,

Dear Sir/ Madam,

#### **RE: PARTICIPATION IN RESEARCH**

I am a Masters' Student at the University of Nairobi undertaking a research titled:  
**“Principals’ administrative practices influencing girl child retention in public secondary schools in Tinderet sub-county, Nandi County, Kenya”** I seek your permission to conduct a research in your institution.

The information provided by the respondents will be used only for this research and their identity will be treated with strict confidentiality.

Thank you.

Yours faithfully

**Susan Minayo**

## APPENDIX II: QUESTIONNAIRE FOR STUDENTS

The questionnaire is intended to collect data on Principals' administrative practices influencing girl child retention in public secondary schools in Tinderet sub-county, Nandi County, Kenya. Kindly answer all the questions. Please do not write your name on the questionnaire. The information you will give will be treated with confidentiality. Indicate your selection by a tick (√)

### Section A: Background Information

1. What is your gender? Male  Female
2. What is your age bracket in Years? 14 – 15  16 – 17  18 – 19   
Above 19

### Section B: Influence of principals' coordination of guidance and counselling resources on girl child retention

3. Does the school have all the resources for guidance and counselling? Yes   
No
4. Does the principal provide the following resources for guidance and counselling resources in your school? Tick (Yes) (No)

	Yes	No
i) Common time schedule for G and C		
ii) Life skill materials		
iii) Invite motivation speaker		
iv) Hold meetings with teacher counselors		
v) Organize motivational speakers		

5. Does the principal encourage you to seek guidance and counselling? Yes   
No

6. Does principals' coordination of guidance and counselling resources influence girl child retention?

Yes [ ] No [ ]

Give reason for your answer

.....  
.....

**Section C: Influence of principals' implementation of re-entry policy for girls after delivery on girl child retention**

7. Have any of your classmates had to end her studies before completing her education cycle because of pregnancy? Yes [ ] No [ ]

8. Does the principal implement re-entry policy for girls? Yes [ ] No [ ]

9. How do you think the implementation of re-entry policy could be improved?

Items	Yes	No
i) Principal re-admit girls after delivery		
ii) Advise parents to seek attention		

10. Does principals' implementation of re-entry policy for girls after delivery influence girl child retention?

Yes [ ] No [ ]

Give reason to your answer

.....  
.....

**Section D: Influence of principals' reduction of extra levies on girl child retention**

11. Has the school scaled down the following projects in order to reduce cost?

Tick Yes or No

Levies	Yes	No
i) Fund raising		
ii) Sponsors from NGOs		
iii) Alumni's		
iv) Influential business		
v) CDF funds		
vi) Banks of wings		

12. Is the school fee high? Yes [ ] No [ ]

13. Have any of your classmates dropped out of school because of school fees?

Yes [ ] No [ ]

14. Does principals' reduction of extra levies influence girl child retention?

Yes [ ] No [ ]

Give reason for your answer

.....

.....

**Section E: Influence of principals' management of access points on girl child retention**

15. How many access points does the school have?

16. Are the access points guarded? Yes [ ] No [ ]

17. Does principals' management of access points influence girl child retention?

Yes [ ] No [ ]

Give reason to your answer

.....  
.....

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The questionnaire is intended to collect data on Principals' administrative practices influencing girl child retention in public secondary schools in Tinderet sub-county, Nandi County, Kenya.

#### Introductions

- a. Kindly answer all the questions
- b. Please do not write your name on the questionnaire
- c. The information you will give will be treated with confidentiality
- d. Indicate your choice by a tick (✓)

#### Section A: Background Information

18. What is your gender? Male  Female

19. What is your age bracket in Years?

24 – 28  29 – 33  34 – 38  39 – 43  Above 43

20. What is your teaching experience?

a) 1 – 3  b) 4 – 6  c) 7- 9  d) 10 and above

21. What is your highest academic qualification?

Diploma  Bachelors  Masters  PhD

22. For how long have you performed the duties of a class teacher? \_\_\_\_\_

#### Section B: Influence of principals' coordination of guidance and counselling resources on girl child retention

23. How often does the principal participate in guidance and counselling?

Weekly , Monthly , Termly , yearly  none of the above

24. Does the principal provide the following resources for guidance and counselling?

Tick (Yes) (No)

Items	Yes	No
i) Common time schedule for all G & C		
ii) Life skills materials or books		
iii) Invite motivation speakers		
iv) Committee meeting with teacher counselors		

25. What support does the principal give to teacher counselors?

26. How do you rate Guidance and Counselling in your school?

Very High [ ] High [ ] fairly high [ ] Low [ ] Very Low [ ]

27. Indicate your level of agreement with the following statements relating

involvement of principals' provision of guidance and counselling

resources Scale 1=strongly agree 2= agree 3= moderate 4= disagree 5=strongly

disagree. Tick appropriately

Statements	1	2	3	4	5
i) principal Invite professionals from outside to advice students					
ii) principal Sponsor teachers for counselling training					



iii) principal Provide counselling resources such as office and textbooks					
iv) principal Motivate teachers to offer counselling services					
v) principal Discuss with teachers the challenges facing the counselling section					

28. Does principals' coordination of guidance and counselling resources influence girl child retention?

Yes [ ] No [ ]

Give reason for your answer

.....  
.....

**Section C: Influence of principals' implementation of re-entry policy for girls after delivery on girl child retention**

29. Have any of your students had to end her studies before completing her education cycle because of pregnancy in the last four years? Yes [ ] No [ ]

30. How many students in your class could not return to school because of pregnancy?  
1-2 [ ] 3-4 [ ] 5-6 [ ] Over 6 years [ ]

31. Does the principal implement re-entry policy for girls? Yes [ ] No [ ]

32. How do you think the implementation of re-entry policy could be improved?

33. Does principals' implementation of re-entry policy for girls after delivery influence girl child retention?

Yes [ ]      No [ ]

Give reason to your answer

.....

.....

**Section D: Influence of principals' reduction of extra levies on girl child retention**

34. Has the school scaled down the following development of its projects in order to reduce cost? Tick Yes or No

<b>Levies</b>	<b>Yes</b>	<b>No</b>
vii) Fund raising sponsors from NGOs		
viii) Alumni's		
ix) Influential business		
x) CDF funds		
xi) Banks of wings		
xii) NGOs		

35. How many students in your class have dropped out because of school fees?

1 – 2 [ ]    3 – 4 [ ]    5 – 6 [ ]    Over 6 [ ]

36. Indicate your level of agreement with the following statements relating involvement of principals' reduction of extra levies Scale 1=strongly agree 2=agree 3= moderate 4= disagree 5=strongly disagree.

Statements	1	2	3	4	5
The principal seeks other sources of financing					
The principal tries to cost share school spending					
The principal initiates income generating activities in school					
The principal develops and implements short term projects					
The principal enhance resource utilization					

37. Does principals' reduction of extra levies influence girl child retention?

Yes [ ] No [ ]

Give reason for your answer

.....  
 .....

**Section E: Influence of principals' management of access points on girl child retention**

38. How many access points does the school have?

39. Indicate your level of agreement by ticking appropriately? Tick (Yes) (No)

	Yes	No
i) The principal ensures that access points are guarded		
ii) The school has a perimeter wall around and a gate		
iii) The principal ensures that security guards controls the entry and exit of visitors		
iv) The school has enough security guards		
v) The principal ensures that the staff members enforce rules consistently and equitably		
vi) The principal ensures there is security management committee in the school		
vii) The community around informs the principal on any suspicious activity such as sneaking of girls		

40. How can security be improved in your school?

.....

41. Does principals' management of access points influence girl child retention?

Yes [ ] No [ ]

Give reason to your answer

.....

.....

## **APPENDIX IV: INTERVIEW SCHEDULE FOR PRINCIPALS**

The questionnaire is intended to collect data on Principals' administrative practices influencing girl child retention in public secondary schools in Tinderet sub-county, Nandi County, Kenya.

### **Introductions**

- a) Kindly answer all the questions
- b) Please do not write your name on the questionnaire
- c) The information you will give will be treated with confidentiality
- d) Indicate your choice by a tick (√)

### **Section A: Background Information**

- 1. What is your gender? Male  Female
- 2. What is your age bracket in Years?  
24 – 28  29 – 33  34 – 38  39 – 43  Above 43
- 3. What is your teaching experience?  
1 – 3years  4 – 6 years  c) 7- 9 years  d) 10 and above years
- 4. What is your highest academic qualification?  
Diploma  Bachelors  Masters  PhD
- 5. For how long have you been a principal?

### **Section B: Influence of principals' provision of guidance and counselling resources on girl child retention**

- 6. a) Do you provide guidance and counselling resource materials to teacher counselors?
- b) i) What type of resource materials do you give to teacher counselor?  
ii) Which resource materials are the most adequate and relevant in maintaining girls in school?
- c) How does guidance and counselling resources assist in retention of students?

**Section C: Influence of principals' implementation of re-entry policy for girls after delivery on girl child retention**

7. What do you do when a girl in your school becomes pregnant?
8. What are the strengths of the re-entry policy after delivery of students in relation to girls' retention?
10. Do you think the re-entry policy after delivery has fully been implemented in your school to enhance girls' retention?
- 11.(a) How do you implement the re-entry policy after delivery in your school to enhance retention?
  - b) Explain the challenges you encounter in implementing re-entry policy after delivery in your school to enhance retention.

**Section D: Influence of principals' reduction of extra levies on girl child retention**

12. Give other measures you use to cope with rising cost in education?
13. What are the ways that can be used to make the problem of raising cost of education be improved?

**Section E: Influence of principals' management of access points on girl child retention**

14. a) Is your school well fenced? Yes [ ] No [ ]
  - b) What do you do when girls sneak out?
15. How do you manage the access points / security in your school?

## APPENDIX V: RESEARCH AUTHORIZATION FROM COUNTY

### DIRECTOR OF EDUCATION

REPUBLIC OF KENYA



MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION

Email: cdenandcounty@yahoo.com  
Telephone: 0773044624  
When replying please quote  
Ref:NDI/CDE/RESEARCH/1/Vol.II/32

COUNTY DIRECTOR OF EDUCATION,  
P.O BOX 36 – 30300,  
KAPSABET.  
DATE: 21<sup>st</sup> June, 2017

Susan Minayo Unguku  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORISATION.**

The above named person has been granted permission by the CDE to carry out research on *"Principals' administrative practices influencing girl child retention in Public Secondary Schools in Tinderet Sub County, Nandi County Kenya"* In Nandi County for the period ending **23<sup>rd</sup> May, 2018.**

Kindly provide her all necessary support she requires.

A handwritten signature in black ink, appearing to read 'Emily Isiye'.

For: County Director  
of Education  
NANDI COUNTY

**Emily Isiye**  
For: County Director of Education,  
**NANDI.**

**APPENDIX VI: RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER**

**THE PRESIDENCY  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

Tel: 053 52621, 52003, Kapsabet  
Fax No. 053 – 52503  
E-mail:  
nandicountycommissioner@gmail.com  
When replying, please quote



County Commissioner's Office,  
Nandi County  
P.O. Box 30,  
**KAPSABET.**

Ref: No. NC.EDU.4/I VOL.IV/(56)

21<sup>st</sup> June, 2017

Susan Minayo Unduku  
University of Nairobi  
P.O. Box 30197 - 00100  
**NAIROBI.**

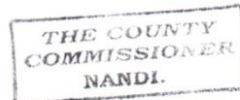
**RE: RESEARCH AUTHORIZATION**

This is in reference to letter No. NACOSTI/P/17/67668/17182 dated 23<sup>rd</sup> May, 2017 from the Director General/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on **“Principals’ administrative practices influencing girl child retention in public Secondary School in Tinderet Sub County”** in this county for the period ending 23<sup>rd</sup> May, 2018.

Wishing you all the best.

G.O. MATUNDURA  
For: COUNTY COMMISSIONER  
**NANDI.**



**Copy to:**

Deputy County Commissioner,  
**TINDERET.**



## APPENDIX VII: RESEARCH AUTHORIZATION FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/67668/17182**

Date **23<sup>rd</sup> May, 2017**

Susan Minayo Unguku  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Principals’ administrative practices influencing girl child retention in Public Secondary Schools in Tinderet Sub-County, Nandi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for the period ending **23<sup>rd</sup> May, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nandi County** before embarking on the research project.

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

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nandi County.

The County Director of Education  
Nandi County.

*National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified*



**APPENDIX IX: THE MAP OF TINDERET CONSTITUENCY**

