

**INFLUENCE OF GOVERNMENT INTERVENTION MEASURES ON
GIRL CHILD COMPLETION OF PRIMARY EDUCATION IN MAO
DIVISION, NAROK COUNTY, KENYA**

Oliomerae Sankale

**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of Degree of Master of Education in Educational Administration,
University of Nairobi**

2014

DECLARATION

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

Oliomerae Sankale
E55/74825/2009

This research project has been submitted for examination with our approval as University Supervisors

Dr. Rosemary Imonje
Lecturer,
Department of Educational, Administration and Planning,
University of Nairobi

Dr. Daisy Matula
Lecturer,
Department of Educational Administration and Planning,
University of Nairobi

DEDICATION

This work is dedicated to my family; wife Lydiah Retoe and sons Spencer, Ridge and Romeo.

ACKNOWLEDGEMENTS

I thank my supervisors Dr. Rosemary Imonje and Dr. Daisy Matula for their advice, guidance, motivation and support during this process. Their guidance and advice always inspired me to seek more knowledge in solving the difficulties throughout this project. Needless to mention lecturers in the department for the role they played in molding us to be what we are today. Words are inadequate in offering my thanks to my colleagues in class for their encouragement and cooperation in carrying out the proposal work. I thank the head teachers, teachers and pupils of Mau Division for their support in data collection. I would like to express my heartfelt thanks to my wife Lydiah Retoe, and sons Spencer, Ridge and Romeo for their tolerance, blessings, moral and material support.

TABLE OF CONTENT

Content	Page
Title page.....	i
Declaration	ii
Dedication.....	iii
Acknowledgements	iv
Table of content.....	v
List of tables	ix
List of figures	x
List of abbreviations and acronyms.....	xii
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study	8
1.4 Objectives of the study	8
1.6 Significance of the study	9
1.7 Limitations of the study.....	9
1.8 Delimitations of the study	10
1.9 Assumption of the study.....	10
1.10 Definition of significant terms.....	11

1.11 organization of the study	11
--------------------------------------	----

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	13
2.2 The concept of girls child education and education completion	13
2.3 Effect of repetition policy implementation on girl child completion of primary education.....	15
2.4 Influence of back to school after delivery on girl child completion of primary education.....	17
2.5 Influence of sanitary conditions of girl child completion of primary education.....	20
2.6 Effect of counseling on completion of girl child primary education.....	21
2.7 Theoretical framework	23
2.8 Conceptual framework	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	26
3.2 Research design	26
3.3 Target population.....	26
3.4 Sample size and sampling procedures	27
3.5 Research instruments.....	28
3.6 Validity of research instruments.....	28

3.6 Reliability of research instruments	29
3.7 Data collection procedure	30
3.8 Data analysis techniques.....	30

CHAPTER FOUR

DATA FINDINGS, INTEPRETATION AND ANALYSIS

4.1 Introduction	32
4.2 Response rate.....	32
4.3 Background information of the respondents	33
4.4 Influence of repetition policy on the girl child completion	36
4.5 Influence of back to school after delivery on the girl child completion.....	44
4.6 Extent to which sanitary conditions affect girl child in completion of primary education.....	52
4.7 Influence of counseling on the girl child completion of primary education	56

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	61
5.2 Summary of the study.....	61
5.3 Conclusions	64
5.4 Recommendations of the study	65
5.5 Suggestions for further research.....	66
REFERENCES	68

APPENDICES

Appendix I: Introductory letter	73
Appendix II: Teacher's questionnaire	74
Appendix III: Interview schedule for class prefects and NGOs officers.....	80
Appendix IV: Research authorization	82
Appendix V: Research clearance permit	83

LIST OF TABLES

Table	Page
Table 4.1: Response rate.....	32
Table 4.2: Gender of the teachers.....	32
Table 4.3: Age of the teachers.....	33
Table 4.5: Level of education of the teachers.....	34
Table 4.6: Teaching experience of the teachers	35
Table 4.7 Extent to which head teachers enforcement of repetition policy implementation influences completion of the girl child.....	36
Table 4.8 The girls indiscipline cases causes them to drop out of school.....	37
Table 4.9 Pregnancy contributes majorly to girls school drop out.....	38
Table 4.10 Girls retention in school is due to the sanitary conditions developed by the head teacher.....	40
Table 4.11 Head teachers constantly counsel the girls in school	42
Table 4.12 The head teacher holds meetings with the pupils.....	45

LIST OF FIGURES

Figure	Page
Figure 4.1: Repetition policy implementation has influence on completion girl child education.....	35
Figure 4.2: The school implements the repetition policy.....	36
Figure 4.3: Head teacher enforces repetition policy on girl child school Completion.....	37
Figure 4.4: The school conducts regular campaigns to encourage parents to enroll their girls.....	38
Figure 4.5: School has copies of documents or resources that address inclusive Education.....	39
Figure 4.6: Head teachers understand importance of girl child education	40
Figure 4.7: Pregnancy influences the completion of the girl child primary Education.....	42
Figure 4.8: Head teacher employs tough disciplinary actions that scare pregnant girls from schools.....	44
Figure 4.9: Head teachers properly governs the school as regards girl return to school after pregnancy.....	45
Figure 4.10: Discipline in school encourages parents to enroll the girl child.....	47
Figure 4.11: Schools sanitary conditions influences completion of girl child.....	48
Figure 4.12: Head teacher involves all stakeholders in improving the sanitary conditions of the school.....	49

Figure 4.13: Head teacher holds talks with the girl students to discuss about their
sanitary challenges in school.....52

Figure 4.14: Counseling influences completion of girl child.....53

LIST OF ABBREVIATIONS AND ACRONYMS

FGM	Female Genital Mutilation
GoK	Government of Kenya
NACOSTI	National Commission for Sciences, Technology and Innovation
NGO	Non-Governmental Organization
SPSS	Statistical Package for Social Sciences
URHAN	Uganda Reproductive Health Advocacy Network
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund

ABSTRACT

The purpose of this study was to investigate the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya. The specific objectives were to establish the influence of repetition policy, sanitary conditions, back to school after delivery and counseling on the girl child completion of primary education in Mao Division, Narok County, Kenya. From the 13 schools, a sample of 13 head teachers was purposively sampled. The researcher used simple random sampling for 59 teachers' respondents from the 195 teachers in Mao division which represent 30 percent of the target population to make a representative sample. The sample size consisted of 13 head teachers, 59 teachers, 58 girls' pupils and 2 Non-Governmental Organization officers. This resulted to a sample size of 132 respondents from the 13 public primary schools. The researcher used simple random sampling for 59 teachers' respondents from the 195 teachers in Mao division which represent 30 percent of the target population to make a representative sample. Questionnaires for teachers, interview for head teachers and document analysis was used to generate data for this study. Reliability analysis was done through test-retest method. Pearson's product moment's correlation of 0.6 indicated that the instrument was reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was coded using Statistical Package for Social Sciences (SPSS). Descriptive statistics and thematic analysis were used. This assisted in determining the level of influence the independent variables have on the dependent variable. The findings of this study provide information on the influence of head teachers' management initiatives on girl child completion in primary schools. The findings serve as a springboard for policy makers to design, implement, monitor and evaluate policies meant to create safe schools and change the inherent school-based impediments as they develop strategies that enhances the attainment of education for all by 2015 and the realization of Vision 2030. Pregnancy was found to be contributing majorly to girls' school dropout. The sanitary condition was found to have influence on the completion of girl child.. The head teachers should hold meetings with the pupils and counsel them. The head teachers do not hold enough talks with the girl students to discuss about their sanitary challenges in school. The head teachers need to enforce implementation of the repetition policy so that the pupils do not get frustrated by repeating classes. This study can be replicated in other divisions in order to give a reflection of the whole country on head teachers management initiatives contributing to girls drop out from public primary schools in primary schools. This will ensure better decision making on ways curbing this problem.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Issues of education access and participation have dominated world forums and conferences on education due to the fact that education is considered a basic human right [United Nations Educational, Scientific and Cultural Organization (UNESCO, 2000, 2010)]. Education is considered as one of the most effective ways to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and fosters participation in civil society (UNESCO, 2005). According to Economic Survey (2006) enrolment rates were almost the same at primary school for both boys and girls. The gap started to widen in upper primary as more girls left school than boys in certain parts of the country.

In the United Kingdom (UK) the government has required that the education providers make education accessibility to all areas paramount, where the pupils' views and the community's must be incorporated in the planning for education service provision. Whereas the need to provide education to all those eligible to get it remains a fundamental requirement to communities and governments, it is reported that by 2006, over 125 million children were not in school across the world (UNESCO, 2006). This statistic has since slightly reduced. The majorities of these children are found in Asia and sub Saharan Africa. While the factors that keep these children out of school are formidable, the international community has

the power to fulfill the promise of the Millennium Development Goals (MDGs) and guarantee every child access and participation in education by 2015 (Veriava, 2002).

Girls' education has been viewed as a primary predictor for a number of development indicators including national fertility rates, infant mortality, family income and productivity. World Bank economists have recognized girls' education as single development intervention with the greatest individual and social returns (Brent, 2005). Girl's education is not only important as a social indicator or an engine for economic development leading to a greater level of health, economy, security, liberty and participation in social and political activity, but can possibly yield higher rate of return than any other investment available in developing world (World Bank, 2002). UNICEF (2004) report indicates that girls' education leads to more equitable development, stronger families, better services, better child health and effective participation in governance. Despite the obvious benefits of education to national development, research findings indicate that girls' dropout rate from school was higher than that of boys.

Further, report indicates that girls' primary school completion was far behind that of boys, at 76% compared to 85% for boys. This gender gap meant that million more girls than boys are dropping out of school each year. UNICEF (2003) showed worrisome report from Sub-saharan Africa where the number of girls out of school rose from 20 million in 1990 to 24 million in 2002. The report also

indicated that 83% of all girls out of school in the world live in sub-Saharan Africa, South Asia, East Asia and the Pacific.

According to United Nation Millennium Project (2011) a closer look at the numbers shows that girls' enrolment rates were still low in most regions. Data from a sample of 8,000 primary schools, which participated in a survey carried out by the Ministry of Education in 2012, shows that the dropout rate in primary schools in Kenya was estimated at 5.4% and completion rate had for long remained below 50%. It was established that more girls than boys were dropping out in North Eastern and Nyanza provinces. The repetition rates decreased from 15.2% for girls and 15.6% for boys in 1993 to 12.9% for girls and 13.5% for boys in 2002 (Chege and Sifuna, 2006). It was unclear whether grade repetition increased the chances of completion, but what was apparent was that grade repetition extended the age range, and thus increased the possibility of drop out. Children who were over age due to high grade repetition had greater pressures to earn income for the household, thus were liable to dropping out. (EPDC, 2009 as cited in Sabates, Kwame, Westbrook and Hunt 2010).

According to the Economic Survey (2011) more than 400,000 pupils who enrolled in school under Free Primary Education program did not complete standard eight. They were forced to drop out or repeat and only 59 percent completed. A greater percentage of the dropouts were girls. This caused concern on the high level of wastage in the education system attributed to repetition and dropout. In a report

released by (Muganda & Omondi, 2010) in Kenya, it is estimated that about 35 percent of girls between the ages of 16 and 20 were in school, compared to about 50 percent of boys. For every 10,000 girls leaving school every year, the government alone lost an estimated 750,000 dollars

The dropouts face many difficulties in these days of worldwide economic difficulties where jobs are scarce and types of jobs available to school dropouts are decreasing with the technological advancement. Countries striving to attain Universal Primary Education have to eliminate wastage and dropout in particular. The dropout problem for the girl child is very serious in Rachuonyo North District. Records indicate that some selected public primary schools have an average of 70% dropout rates. It is instructive at this time, to look at the dropout problem again in order to discover new avenues that need exploring in order to lessen or eliminate dropout and thereby improve the efficiency of the existing school systems. The Session Paper No. 1 of 2005, whose aim was to achieve Education for All by 2015, was initiated following the meeting attended by 147 heads of states in New York where the MDGs were formulated. Kenyan government developed this paper as a guide to compensate for the emerging inequalities and disparities in all areas of nation building. However, the challenges remained, especially in the areas of sustainability, parity, access and equity as well as full implementation of the initiative (Boit, 2008).

Save the children (2005) indicates that cultural norms like Female Genital Mutilation also inhibit girls access to education in many parts of developing world. Social traditions and deep rooted religions and cultural beliefs may make it unacceptable for a girl to express her opinions, make decisions for herself or participating in activities with boys of her age. By the twentieth century, women were gaining greater access to educational programs at all levels. Feminists of various orientations have overtime made considerable contribution to politics of gender awareness and empowerment as well as issues of equal opportunity and access to resources such as property, wealth and education (Chege & Sifuna, 2006).

Education broadens employment opportunities; increases income levels, improves child and maternal health and helps to slow down the spread of HIV/AIDS. The benefits of education extend beyond the family to the wider community and even the nation. Increasing the number of pupils who finish school leads to economic growth, social and political stability, decline in the crime rate, and improved social services (Preece, 2011).

In Kenya, between 10,000 and 13,000 girls left school each year due to pregnancy alone. Girls made up less than half of secondary enrolment. Dropout rates among girls in schools between ages of 13-18 are currently estimated at 45% compared to 37% of boys. In Nyanza province, dropout rate of girls due to pregnancy alone stood at 29% (KHDS, 2004). Based on the estimate of 10,000 girls leaving school

every year, the government lost an estimated Ksh.60 million annually. Muganda and Omondi (2010) also show that though enrolment rates in primary schools were higher for girls; fewer girls completed primary school and enrolled at secondary schools compared to boys. This study therefore study investigated the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya.

The Table 1.1 shows the trend of enrolment of girl child in public primary schools of Mau Division in Narok County from the year 2010 to 2013.

Table 1.1: Enrolment/completion of girl child in public primary schools of Mau Division in Narok County

Years	2013		2012		2011		2010	
	3	8	3	8	3	8	3	8
Melili zone	1676	825	1480	601	1345	902	1027	761
Mosiro zone	927	610	1007	692	894	592	903	592
N/Enkare zone	3210	2529	3126	2727	3100	2641	2964	2424
Suswa zone	1930	1426	1780	1496	1715	1496	1140	812
Total	7743	5390	7393	5516	7054	5631	6034	4589
Dropout	2353		1877		1423		1445	

1.2 Statement of the problem

In Maasai community family and peer pressure for early marriages is one most cited reason that girl's dropout of school. In the Maasai culture the girls are taught that circumcision is a rite of passage into womanhood and that once circumcised they should not continue with their education but to be married off since school is for children. Maasai women are traditionally valued on the basis of how many children they can produce for their husbands but not by how educated or economically success they might become. Again, in the Maasai culture, girls sleep in separate houses without supervision and when a girl becomes pregnant before marriage, she brings disgrace and reduces bride price to the family. This is why parents insist that their daughters leave school and marry early (Afrol, 2007).

Despite initiatives addressed through various government policies, interventions and declarations like the Millenium Development Goals (MDGs) to ensure equal access to primary school education for both boys and girls, World Bank (2010) indicates that girls' retention in the county and the larger Maasai dominated areas is lower compared to other parts of the country. High dropout and parent laxity in following up with their children's schooling especially with the introduction of FPE is a concern to education stakeholders in ASALS (Uwezo Kenya, 2012).

This study focused on Mao division because there are no studies done on the influence of head teachers' management initiatives on government policies in girl child completion of primary education and they had experienced high dropout

recently of girl child in primary schools. The study sought to answer the question; how does repetition policy, back to school after delivering, sanitary conditions and counseling influence on girl child education completion in public primary schools in Mao Division, Narok County?

1.3 Purpose of the study

The purpose of the study was to investigate the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya.

1.4 Objectives of the study

The objectives of the study were;

- i. To determine the influence of repetition policy on the girl child completion of primary education in Mao Division, Narok County, Kenya.
- ii. To establish the influence of back to school after delivery on the girl child completion of primary education in Mao Division, Narok County, Kenya.
- iii. To examine the extent to which sanitary conditions affect girl child in completion of primary education in Mao Division, Narok County, Kenya.
- iv. To determine the influence of counseling on the girl child completion of primary education in Mao Division, Narok County, Kenya.

1.5 Research questions

The study addressed the following questions;

- i. What is the effect of repetition policy on the girl child completion of primary education in Mao Division, Narok County, Kenya?
- ii. How does back to school after delivery influence girl child completion of primary education in Mao Division, Narok County, Kenya?
- iii. How do sanitary conditions influence on girl child completion of primary education in Mao Division, Narok County, Kenya?
- iv. To what extent does counseling influence completion of girl child primary education in Mao Division, Narok County, Kenya?

1.6 Significance of the study

The findings of this study provide information on the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya. The findings serve as a springboard for policy makers to design, implement, monitor and evaluate policies meant to create safe schools and change the inherent school-based impediments as they develop strategies that enhance the attainment of education for all by 2015 and the realization of Vision 2030.

1.7 Limitations of the study

The study suffered from the lack of enough cooperation from the respondents. The pupils and parents were not willing to reveal some personal details sought for in

this study. This was overcome by explaining to the teachers and pupils of the significance of the study. The researcher furthermore presented a letter from the institution explaining the purpose of the study and assuring them of confidentiality and anonymity.

1.8 Delimitations of the study

The study was basically concerned with the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya. It was basically concerned with the specific objective of finding out whether repetition policy, back to school after delivering, sanitary conditions and counseling influence girl child education completion.

1.9 Assumption of the study

The study was premised on the following assumptions:

- i. There is low girl child education completion in public primary schools in Mao Division, Narok County.
- ii. Government intervention measures like repetition policy, back to school after delivering, sanitary conditions and counseling influences girl child education completion in public primary schools in Mau division in Narok County.

1.10 Definition of significant terms

Completion refers to ensuring girl child pupils will go through the 8 years in primary school without dropping out due to various reasons.

Counseling refers to the guidance offered to the girl pupil in the learning and problems they face.

Head teacher initiative refers to variations in head teachers characteristics that define leadership skills which are used in institutions to keep the girl pupils in schools for example repetition policy, sanitary conditions, back to school after delivery and counseling on the girl child completion.

Repetition policy refers to Kenyan education policy that requires head teachers not to make the pupils repeat classes.

Sanitary conditions refer to the environment on which the girl child is exposed in the primary school.

1.11 Organization of the study

The study comprises of five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, basic assumptions, and definition of terms and organization of the study.

Chapter two comprises of literature review of relevant literature related to this study; concept of girls child education and education completion, effect of repetition policy, back to school after delivery, sanitary conditions, counseling on completion of girl child as well as theoretical and conceptual frameworks. Chapter three deals with research methodology covering: research design, sampling procedures, research instruments and their validity and reliability, procedures of data collection and methods of data analysis.

Chapter four contains data collecting, its analysis and interpretation. Chapter five summarizes the research findings, makes conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of relevant literature which falls under the following sub-topics: The concept of Girls child education and education completion, Effect of repetition policy implementation on completion of girl child, influence of back to school after delivery on completion of girl child, influence of sanitary conditions on completion of girl child, effect of counseling on completion of girl child, theoretical framework and conceptual framework.

2.2 The concept of girls child education and education completion

Education is the process through which individuals are made functional members of their society (Ocho, 2005). It is a process through which the young acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to her and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile.

Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Okeke, Nzewi and Njoku (2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to education in the UNICEF

A-Field made up of Abia, Akwa Ibom, Anambra, Bayelsa, Benue, Cross River, Ebonyi, Enugu, Imo and River states of Nigeria.

According to World Bank (2003) more than 350 million people, over half Africa's population, live below the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child, from school. Most of the factors that militate against the girl-child access to education are sociocultural. Many countries on the African continent rank among the poorest in the world. The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic governments have contributed to the degeneration of the beautiful African land into a human rights catastrophe.

The right to education, which is a fundamental human right, is frequently denied to girls in some Africa countries. The then United Nations Secretary General, Kofi Annan, stated that in Africa, when families have to make a choice, due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school.

In Kenya, girl-child education is elusive. Mwangi (2004) wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still

find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family (Mwangi, 2004).

The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory's foremost secondary school, Rumbek, there was a solitary girl. Only 560 of the 8,000 teachers in southern Sudan are women, which was merely seven percent (Nduru, 2003).

In rural areas, social and cultural patterns combined with relatively poor quality of schooling place girls, their education and development in a disadvantaged and vulnerable position. Girls bear the heaviest burden for household responsibilities, including care of sick parents and siblings, and are first ones to drop out of school.

2.3 Effect of repetition policy implementation on girl child completion of primary education

The Education for All Report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and dropout. The NPEP (1999) observes that grade repetition and failure to complete primary schools are

serious problems that affect low-income groups and girls. Policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved.

Children are starting primary school in greater numbers than ever before but dropout rates are significant and lead to low levels of primary school completion in many countries. In Benin, for example, the primary school completion rate in 2005 was 62 percent, although it increased steadily from 38 percent in 2000. In the Democratic Republic of Congo, the primary school completion rate in 2007 was 51 percent, which was the same completion rate for the country in the early 1990s. In Bangladesh, the primary school completion rate has remained around 60 percent since 2000 (World Bank, 2002).

Ngau (1999) notes that multiple repetition results to frustrating the student who feel embarrassed to remain in the same form and course the student to leave school. Although Ghana has not earmarked specific policies to address these emerging insights into the problem of drop out, generally the introduction of capitation has encouraged some dropouts to re-enrol – about a fifth of out of school children enrolled as a result of this policy, many of them drop outs. In those areas where school feeding has been introduced there is evidence that drop out has also reduced (MOESS, 2006). In one particular district, the increase in enrolment included about a third of children who had previously dropped-out (Akyeampong et al, 2007). Inevitably, both capitation and the school feeding programme attract

children back into school who are overage and subsequently likely to drop out again.

This may explain why dropout in general has declined moderately as opposed to significant decline in the Ghanaian case as the likelihood of staying in school and not dropping out is much higher when children are enrolled at the correct age (Akyeampong 2009; MOESS, 2008). It raises the importance of introducing policies which ensure that children enrol at the correct age for their grade in the first place if dropout is to be reduced even further in Ghana. This is one important policy message coming out of the Ghana CREATE work.

Mutindi (2001) reveals that high cost of schooling was the major barrier to girls' education in Kilome Division. She also identified gender assumptions that limited allocation of resources to girls and deny them access to meaningful educational opportunities. According to Hallman & Grant (2006) early school leaving and adolescent pregnancy are strongly associated with low economic status.

2.4 Influence of back to school after delivery on girl child completion of primary education

Lloyd and Mensch (2005) reveal that rather than pregnancy causing girls to dropout, lack of social economic opportunities for girls and women and the demands placed on them, coupled with the gender inequalities of education

system, may result in unsatisfactory school experiences, poor academic performance and endorsement of early motherhood.

A study done by Kenya National Examination Council exclusively on standard three pupils revealed that Nyanza province has the highest number of repeaters at 69% and that class repeating is associated with inefficiency and inequity in the provision of education. The report indicates that repeating usually leads to drop out. As many as 60% of children have repeated a class by the time they reach standard three. At this rate, many were likely to fall out by standard five or six (Standard, June 2010). This rampant class repeating in Nyanza was as a result of the poverty level of the area. Studies have shown that children who receive insufficient food are more likely to receive lower math scores, repeat a grade and even have difficulty in getting along with other children (Alaimo, Olson and Frangillo, 2001 as quoted in Carmen & Whitman, 2009).

Defined as marriage under the age of 18, early marriage is a health and human rights issue, especially for women in the developing world. A growing body of evidence has linked early marriage with negative health, education, and economic outcomes. Recently published global reviews have documented that young women who marry early are more likely than their peers to experience early school departure, lower earning capacity, earlier and more frequent childbearing, complications in pregnancy, higher maternal mortality, increased risk of HIV infection, and higher infant mortality (UNICEF, 2001; Mukuria, 2005; UNICEF,

2005; ICRW, 2007). From a human rights perspective, many women who marry before age 18 do not have the opportunity to decide for themselves whether and when to marry and, in many cases, this single event shapes their entire adult lives. Nevertheless, early marriage continues to be widespread and is still socially accepted in many cultures.

In Uganda, health officials have long been concerned about adolescent reproductive health issues. With assistance from the USAID-funded POLICY Project, the Uganda Reproductive Health Advocacy Network (URHAN) was formed in 2001. This multisectoral network seeks to strengthen youth-friendly reproductive health services and to advocate for a supportive policy framework. The network's efforts led to the adoption of a National Adolescent Health Policy in 2004. This far-reaching policy upheld the right of adolescents to "health, education, information, and care" and the protection of the girl child against harmful traditional practices and abuse (Uganda MOH, 2004, p. 14). In 2004, the policy Project supported an advocacy campaign led by local officials, religious leaders, and educators in the Hoima District. The campaign sought to discourage early marriage, citing its negative health consequences, such as complications related to early childbearing.

2.5 Influence of sanitary conditions of girl child completion of primary education

Marube (2007) indicated from his study that school administrators, educators and policy makers were responsible for making the school curriculum and school climate conducive for learning in terms of motivation, satisfaction and communication to both teachers and students. He also indicated that the conducive curriculum and school climate reduced poor participation of the girl-child in learning institutions which is caused by indiscipline, suspension and even expulsion from school.

According to Okwach and Abagi (2005) harsh school and classroom environment including sexual harassment of the girl child by male teachers were common (DNA 2010); supported by stating that more than 1000 teachers were sacked in Kenya for sexually abusing school girls in the past two years. Lock head and Vaspoor (1990) noted that children who lived along way from school were prone to absenteeism and fatigue. This particularly increased the constraints for girls. According to research carried out by research centre for innovation and development in Nepal for every kilometer of distance a child had to walk to school the likelihood of attendance dropped by 2.5%.

Kwesiga (2002) noted that school facilities determined the quality of the school which in turn influences the achievements and attainments of its pupils. Recent studies showed that lack of privacy for girls such as the absence or poor toilet facilities contribute to periodic truancy and ultimately lead to some girls dropping

out of schools. According to mills (1974), the physical conditions under which a class is working affect the girls moral and their degree of motivation.

According to GCN (2003) conditions in schools such as poor sanitation play a major role in determining the participation of girls in education particularly when sanitation does not accommodate their biological needs. Day et al (2000) conclude that, “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. Essentially, schools that are effective and have the capacity to improve are led by headteachers who make a significant and measurable contribution to the effectiveness of their staff.”

2.6 Effect of counseling on completion of girl child primary education

Nyambura, (2000) established further that FAWE in Kenya had emphasized the need for guidance and counseling in schools to curb pregnancy cases. Mlama (2004) established that ministry of education has issued circulars to all PDEs, DEOs and heads of schools and that such re-entry circular formalized re-admission policy and called on the other officers to implement it without delay. Mlama established further that when girls were allowed to resume studies after delivery, it would reduce women’s illiteracy level; it would empower women to look after their children, would bridge the gender gap in education and would give women a chance to contribute to national development.

Miller (1971) says that guidance is the assistance which the school gives a student to help him solve his special problems and aid him in fulfilling his potential. It enables a pupil to discover his inner needs, to overcome his weakness and recognize his abilities and interest so that he may understand himself better and thereby intelligently, formulate and plan both immediate and lifetime goals. Guidance and counseling will enable the learner to understand how to cope with home based factors and importance of completing secondary education and investing in education.

Mitchell and Halpern (2003) established that one of the interventions on pregnancies is that girls in schools have formed clubs aimed at using peers or mentors to improve the well being of the girl-child. Such mentors are trained in adolescent reproductive health and counseling, they counsel victims of abuse, and other STI / HIV AIDS and pregnancy related cases.

Bennel, Hyde and Swainson (2002) in their study on the impact of HIV/AIDS epidemic on primary and secondary schooling in Sub Saharan Africa established that school based programs provide the opportunities to start educating children at an early age. They further revealed that there is the use of outside persons to teach HIV/AIDS related issues and at the same time various NGOs do provide HIV/AIDS education and pregnancies services to schools. While Bennel, Hyde and Swainson (2002) have looked at guidance and counseling as becoming strategies to HIV/AIDS, pregnancy related cases in primary and secondary

schooling in three countries in Africa, the current study looked at guidance and counseling as a strategy used by principals to cope with pregnancy that is a challenge to girl-child education in public mixed day secondary schools in Rongo and Ndhiwa Districts.

2.7 Theoretical framework

This study was based on transformational or charismatic leadership theory of 1980's. The advocates of this theory are Bass (1985) House (1977) and Hart (1988). The theory has attempted to improve on earlier theories like transactional theory and path-goal theory by emphasizing both rational and emotional bases of subordinate motivation and behaviour. The theory focus upon the connections formed between leaders and subordinates. It holds that transformational leaders motivate and inspire their subordinates by helping them see the importance and higher good of the task.

These leaders are focused on performance of group members, but also want the subordinate to fulfill their potential. Charismatic leaders inspire others by obtaining emotional commitments from followers and by arousing strong feelings of loyalty and enthusiasm. According to this theory, there is a link between transformational leadership style and the motivation of teachers, which is achieved through the leadership components such as leader's charisma, individualized consideration and intellectual stimulation in order to transform subordinates motivation and improve unit performance beyond initial expectation. The

researcher will apply this theory in carrying out the researcher as the study will be investigating the roles of head teachers on completion rate of girl child in public primary schools.

2.8 Conceptual framework

This section shows the relationship between independent variables, intervening variables and dependent variables.

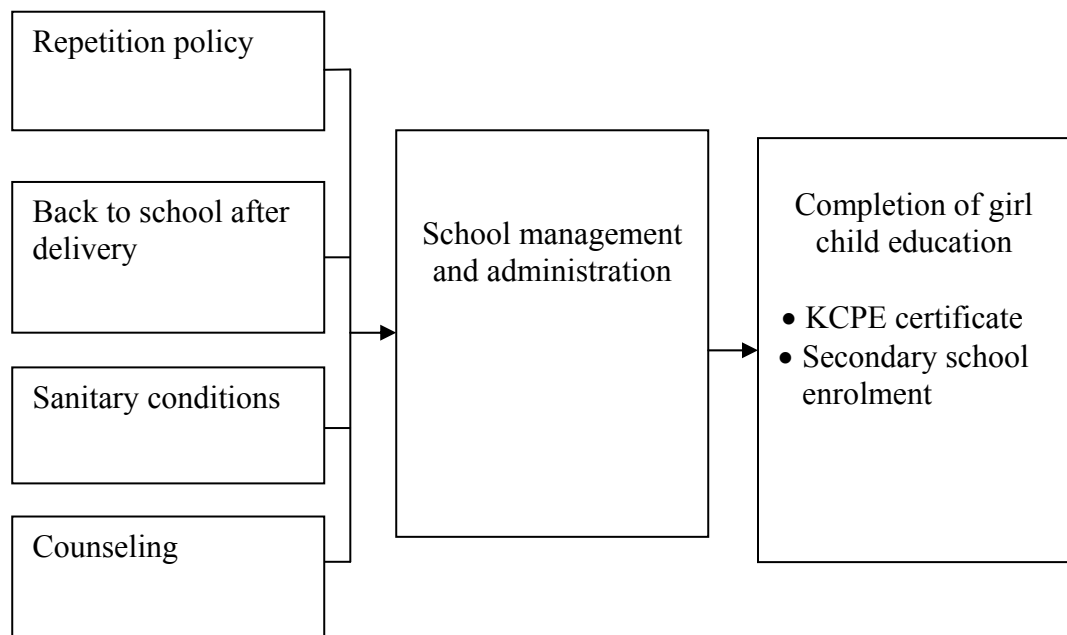


Figure 2.1: Conceptual model illustrating the relationship between input, process and output respectively

The conceptual framework which is applied in Figure 2.1 identifies the independent variables in this repetition policy, back to school after delivery, sanitary conditions and counseling. It also identified the dependent variable as completion of girl

child education in public primary schools which seem to be deteriorating to its lowest levels. The presence of getting support from the stake holders like head teachers, teachers among others ensures that the school aged girls in Kenya access to public Primary schools. Education is not effective due to poverty.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedures that were used in the study including: research design, target population, sample size and sampling technique, research instruments, validity, reliability, data collection and data analysis procedures.

3.2 Research design

The research design for the study was descriptive survey design. This type of research depicts the state of affairs as it existed (Kothari, 2004). Creswell (2002) observes that a descriptive research design is used when data is collected to describe persons, organizations, settings or phenomena. This research design was recommended for studies which strive to describe opinions, characteristics and influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya.

3.3 Target population

According to Orodho (2004) population is defined as all the items, things, people or objects under consideration. In this study, the target population comprised the 13 primary schools in Mao Division. The study targeted 13 head teachers and 195 teachers, 5 girls pupils from one stream of class 6, 7 and 8 and two officers from the two Non-Governmental Organizations in Mao Division. This is because they are the ones involved in the girl child initiative.

3.4 Sample size and sampling procedures

A sample is a small proportion of a target population selected using systematic procedure for the study (Kothari, 2004). Thus a representative sample was selected for this study. The study sampled all the 13 public primary schools in Mao division. From the 13 schools, a sample of 13 head teachers was purposively sampled. The researcher used simple random sampling for 59 teachers' respondents from the 195 teachers in Mao division which represent 30 percent of the target population to make a representative sample. The study randomly sampled 30% according to Paton (2002) of the 195 class prefects in classes 6, 7 and 8 to involve 58 girl pupils and 2 NGO officers. The sample size therefore consisted of 13 head teachers, 59 teachers, 58 girls' pupils and 2 NGO officers. This resulted to a sample size of 132 respondents.

Table 3.1 Target population

Respondents	Target Population	Sample	%
Head teachers	13	13	100
Teachers	195	59	30
Girls	195	58	30
NGOs	2	2	100
Total	249	132	53

3.5 Research instruments

According to Orodho (2005) research instruments are tools the researcher will use to collect data. In investigating the influence of government intervention measures on completion rate of girl child, questionnaires for teachers, interview for head teachers and documentary analysis was developed and used to generate data for this study. Questionnaires had the advantage of enabling the researcher to collect information from various people simultaneously. According to Patton (2002) questionnaires are generally less expensive and do not waste time in management. Questionnaires were designed with research objectives in mind in order to elicit responses on each objective. Questionnaires contained both open and closed-ended questions to allow for collection of qualitative and quantitative data. Section A dealt with a general overview of the academic and professional qualification of the respondents. Section B dealt with the objectives of the study; back to school after delivery, sanitary conditions, repetition policy and counseling on completion of girl child education in public primary schools. Head teachers were interviewed since interview is an essential tool in following up for more information in an area of curiosity (Kathori, 2004).

3.6 Validity of research instruments

According to Kothari (2004) validity is the degree to which a test measures what it intended. Validity allows the researcher to measure indented domains of indicators or content of a particular concept. Validity therefore has to do with the accuracy of the data obtained in the study. The validity of the study was obtained through pilot

testing of the research instruments (questionnaire and interviews) to establish the content which was used and to improve questions, format and the scales. The purpose of pilot testing was to refine the questionnaire and interview guides so that respondents would not have problems in answering the questions and recording data (Mitchell, 1996).

3.6 Reliability of research instruments

Orodho (2005) defines reliability as the ability of the research instrument to measure what it is meant to measure consistently and dependably. Reliability of measurement concerns the degree to which a particular measuring gives similar results over a number of repeated trials. Reliability of research instrument was determined through test and re-test. The study involved a sample population in 2 schools that were not sampled for the main study. The interview was repeated after two weeks. Pearson's product moment's correlation (r) was used to determine the coefficient stability of the data collection instrument. A reliability of at least 0.5 was considered high enough for the instrument to be used for the study (Kerlinger, 1978).

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2 (N\sum Y^2 - \sum XY^2)}}$$

Where r = Pearson r

$\sum X$ =sum of scores in X distribution

$\sum Y$ =sum of scores in Y distribution

$\sum X^2$ =sum of squared scores in x distribution

$\sum Y^2$ =sum of squared scores in y distribution

$\sum xy$ =sum of the product of point x and y scores

N=the number of point x and y scores Kerlinger (1978).

3.7 Data collection procedure

The first step was to get permit from the National Commission for Sciences, Technology and Innovation. The researcher got permission from the District Education Officer to undertake research in the district then request permission from the head teachers so as to undertake the study in their schools. After getting the permission the researcher distributed the questionnaire to the respondents. The researcher then collected the questionnaires from the respondents. Questionnaires were administered by the researcher in the selected schools. The respondents were guided and requested to respond to the questions accordingly after having been assured of confidentiality.

3.8 Data analysis techniques

Data analysis is the process of bringing order, structure and meaning to the information collected (Mugenda and Mugenda, 2003). According to Kothari (2004) data analysis includes sorting, editing, coding, cleaning and processing of data. The data therefore was sorted, edited, coded, cleaned and processed.

Qualitative data was analyzed using thematic method. The analysis was used to analyze the information from the interview schedule. The content was organized as

per themes drawn from study objectives. Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages that was presented using tables, charts and graphs.

CHAPTER FOUR

DATA FINDINGS, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter deals with data analysis, presentation and the findings interpretation. The data presented includes determining the extent to which repetition policy, sanitary conditions, back to school after delivery and counseling influence the girl child completion of primary education in Mao Division, Narok County, Kenya.

4.2 Response rate

The sample size consisted of 13 head teachers, 59 teachers, 58 girls' pupils and 2 NGO officers. This resulted to a sample size of 132 respondents. Questionnaires for teachers, interview for head teachers and documentary analysis was developed and used to generate data for this study. Out of the 59 questionnaires administered, 55 were filled and returned. This represents 93.22% response rate, which is considered very good to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. A 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 93.22% is very good Mugenda and Mugenda (2003).

The Table 4.1 presents the response rate on head teachers' interviews, teachers' questionnaires, girls' interviews and NGOs interviews.

Table 4.1: Response rate

Instruments	Issued	Returned	%
Head teachers interviews	13	13	100
Teachers questionnaires	59	55	93
Girls interviews	58	58	100
NGOs interviews	2	2	100
Total	132	128	97

4.3 Background information of the respondents

The researcher sought to establish the teachers' gender, age, highest academic qualification and their length of service in Mao Division so as to lay a background on which their responses may be based.

The researcher also sought to establish the gender of the teachers. The results are summarized in Table 4.2.

Table 4.2: Gender of the teachers

Gender	Frequency	%
Female	20	36
Male	35	64
Total	55	100

Majority 35 (64%) of the teachers surveyed were male. This implied that there lacked female teachers and more so in the guidance and counseling department.

Ghuman & Lloyd (2007) describes a shortage of female teachers to teach girls in rural areas as affecting education and participation of girls in school. This is in agreement with GOK (2007) that cited lack of role models as a determinant of the gender disparities in education in Kenya. Affirmative action is required to appoint and deploy qualified female administrators in education and other sectors to act as role models. In teacher training intakes the under-represented gender should ensure that the guidance and counseling departments are well represented by both genders.

The researcher studied the age of the teachers. The findings are indicated in Table 4.3.

Table 4.3 Age of the teachers

Age	Frequency	%
Below 30 years	8	15
31 – 40 years	22	40
Above 40 years	25	45
Total	55	100

Among these respondents, 25 (45%) were of above 40 years, 22 (40%) were of ages between 31 - 40 years. This implies that the teachers were mature enough to understand the government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya.

The researcher studied the level of education of the teachers. The findings are presented in Table 4.4.

Table 4.4 Academic qualification of the teachers

Academic Qualification	Frequency	%
Primary	1	2
Secondary	3	5
College	14	25
University	37	68
Total	55	100

Majority of 37 (68%) the teachers surveyed had university as their highest level of education. From the analysis, most teachers were trained and qualified to handle the pupils. This indicates that they understood the influence of government intervention measures on girl child completion of primary education.

The researcher investigated the teaching experience of the teachers. The findings are indicated in Table 4.5.

Table 4.5 Teaching experience of the teachers

Teaching experience	Frequency	%
1 - 3 years	3	5
4-5 Years	10	18
5– 10 years	29	53
Above 10 years	3	5
Total	55	100

Majority 29 (53%) of the teachers had worked in the schools for between 5 – 10 years while 10 (18%) had worked for between 4 – 5 years. This implies that the sampled respondents had enough experience to respond to questions on the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya.

4.4 Influence of repetition policy on the girl child completion

The researcher sought to find out how the influence of repetition policy on the girl child completion. The study investigated if repetition policy implementation has influence on completion girl child education, the extent to which head teachers enforce repetition policy implementation and its influence on completion of the girl child, if the school implements the repetition policy, if the school conducts regular campaigns to encourage parents to enroll their girls, if the school has copies of documents or resources that address inclusive education and if the head teachers understand importance of girl child education.

The researcher sought to find out if repetition policy implementation has influence on completion girl child education. The findings are presented in Figure 4.1.

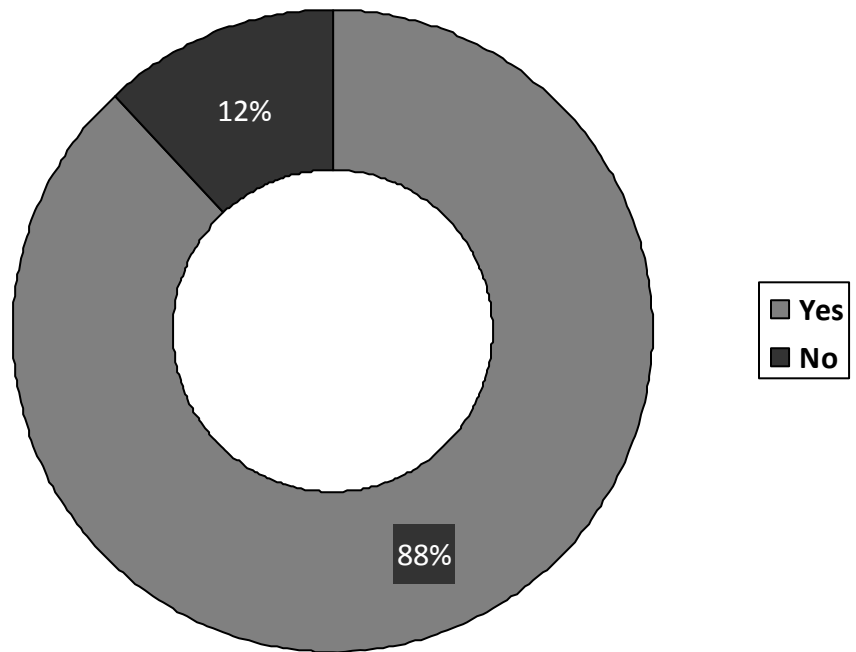


Figure 4.1: Repetition policy implementation has influence on completion girl child education

Majority 48 (88%) of the teacher respondents agreed that repetition policy implementation has influence on completion girl child education while a few (12%) disagreed. This indicates that repetition policy has influence in girl child education. The girls might feel frustrated when they are forced to repeat classes and this might lead to their dropout.

The researcher studied the extent to which head teachers enforcement of repetition policy implementation influences completion of the girl child. The findings are presented in Table 4.2.

Table 4.6: Extent to which head teachers enforcement of repetition policy implementation influences completion of the girl child

Effect of repetition policy on		
completion of girls	Frequency	%
To a very large extent	32	58
To a very small extent	7	13
To a large extent	11	20
To a small extent	5	9
Total	55	100

Majority of the respondents indicated that head teachers enforcement of repetition policy implementation influences completion of the girl child to a very large extent. A few indicated that it influences completion of the girl child to a small extent. This indicates that the head teachers can help reduce the girls' school dropout from primary schools in the district by enforcing the repetition policy. This will make the girls less frustrated and this will make them continue with their studies.

The researcher sought to find out if the school implements the repetition policy.

The findings are as shown Figure 4.2.

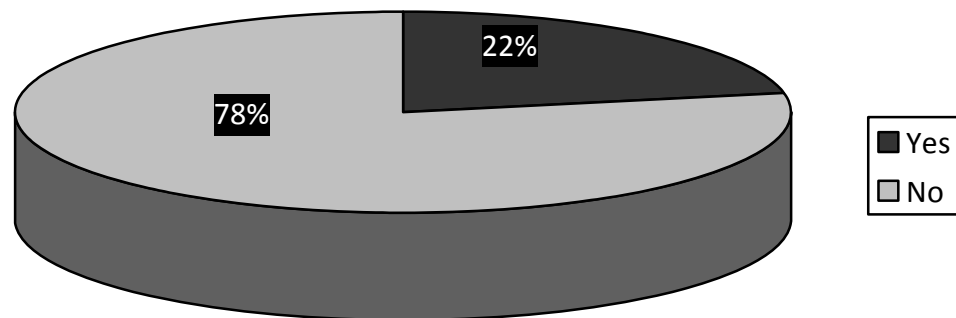


Figure 4.2 The school implements the repetition policy according to teachers

Majority of the teachers 43 (78%) disagreed that the school implements the repetition policy. A few (22%) indicated that they agreed that their schools implement the repetition policy. This indicates that the schools still force the girl students to repeat classes leading to their frustrations. This causes them to drop out of schools. The pupils also complained that the teachers force them to repeat classes against their wishes. They indicated that this frustrates pupils making them to drop out of school.

The researcher investigated if the head teacher enforces repetition policy on girl child school completion. The findings are presented in Figure 4.3.

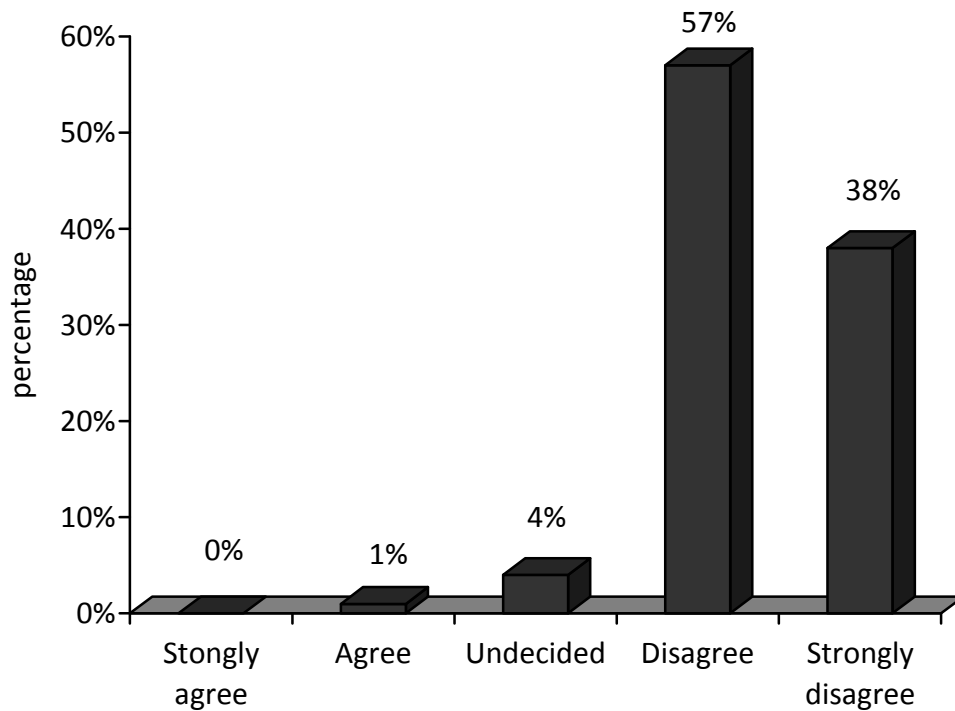


Figure 4.3 Head teacher enforces repetition policy on girl child school completion

The researcher sought to know the level of agreement on head teacher enforcement of the repetition policy on girl child school completion. Majority 52 (95%) of the teachers disagreed that head teacher enforces repetition policy on girl child school completion. This indicates that the policy is not yet implemented in various schools in Mao division. This might be leading to the high drop out of the girls' pupils from primary schools.

The researcher then studied the level of agreement on the school conducting regular campaigns to encourage parents to enroll their girls. The findings are shown in Figure 4.4.

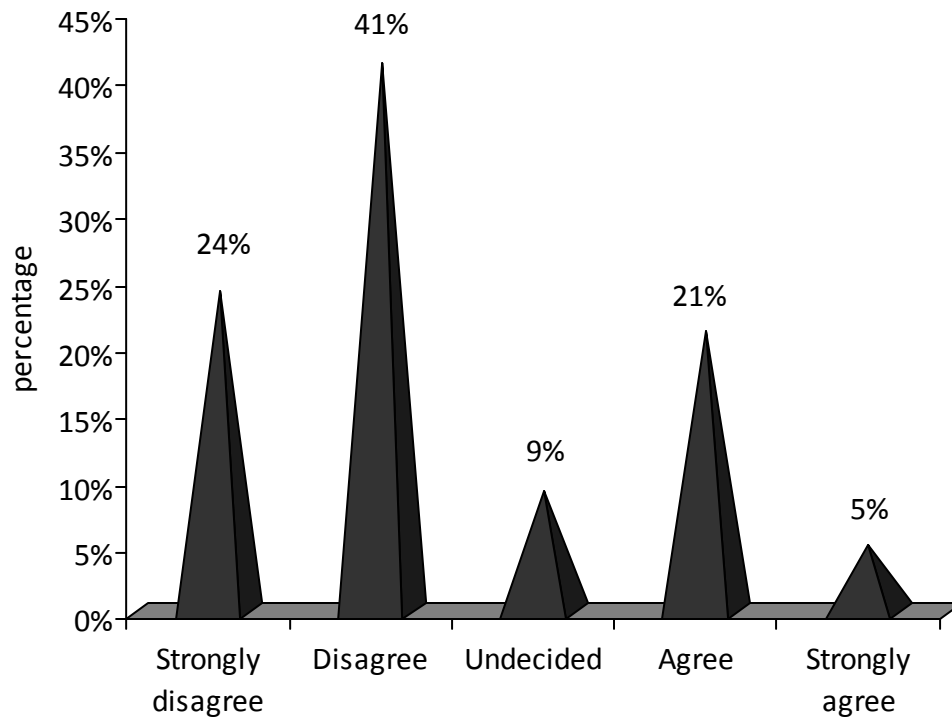


Figure 4.4 The school conducts regular campaigns to encourage parents to enroll their girls

Majority 36 (66%) of the teachers disagreed that the school conducts regular campaigns to encourage parents to enroll their girls while a few 14 (26%) agreed. The rest 5 (9%) remained undecided. This implies that the teachers were not sure of whether their school conducts regular campaigns to encourage parents to enroll their girls or not. The same finding was reflected by the pupils who also indicated

that there were no campaigns to encourage parents to enroll the girls to primary schools.

The researcher sought to know respondents' level of agreement on school having copies of documents or resources that address inclusive education. The results are shown in the Figure 4.5.

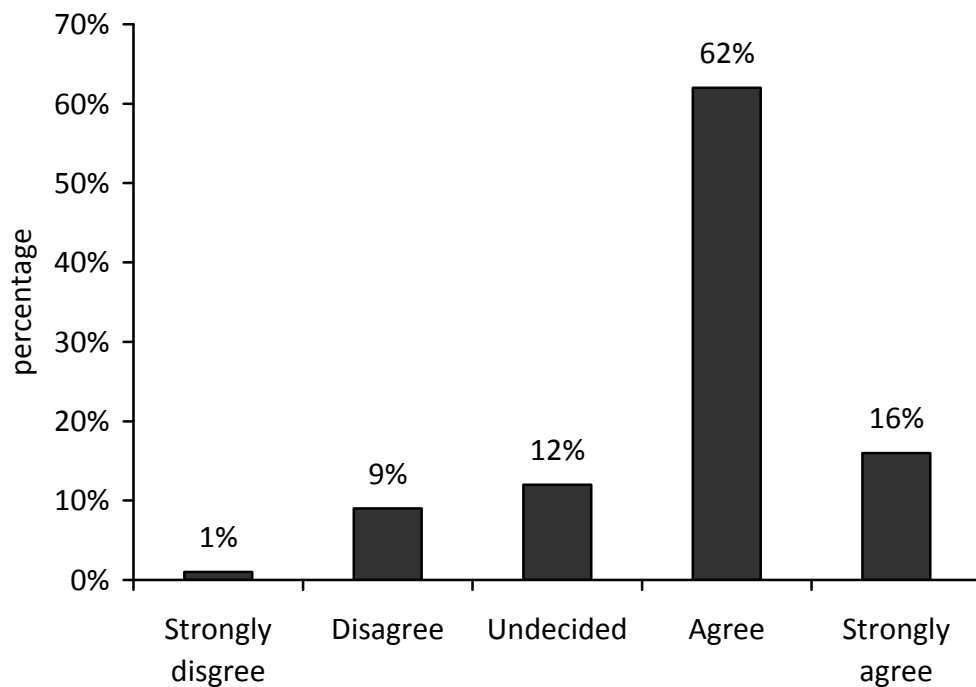


Figure 4.5 School has copies of documents or resources that address inclusive education

Majority 43 (78%) of the teachers agreed that their schools have copies of documents or resources that address inclusive education. This influences girl's enrolment in primary schools in the division. The number is still low and therefore

the schools should be encouraged to do more effort in order to increase the girls' enrolment.

The researcher sought to investigate if the head teachers understand importance of girl child education. The results are shown in the Figure 4.6.

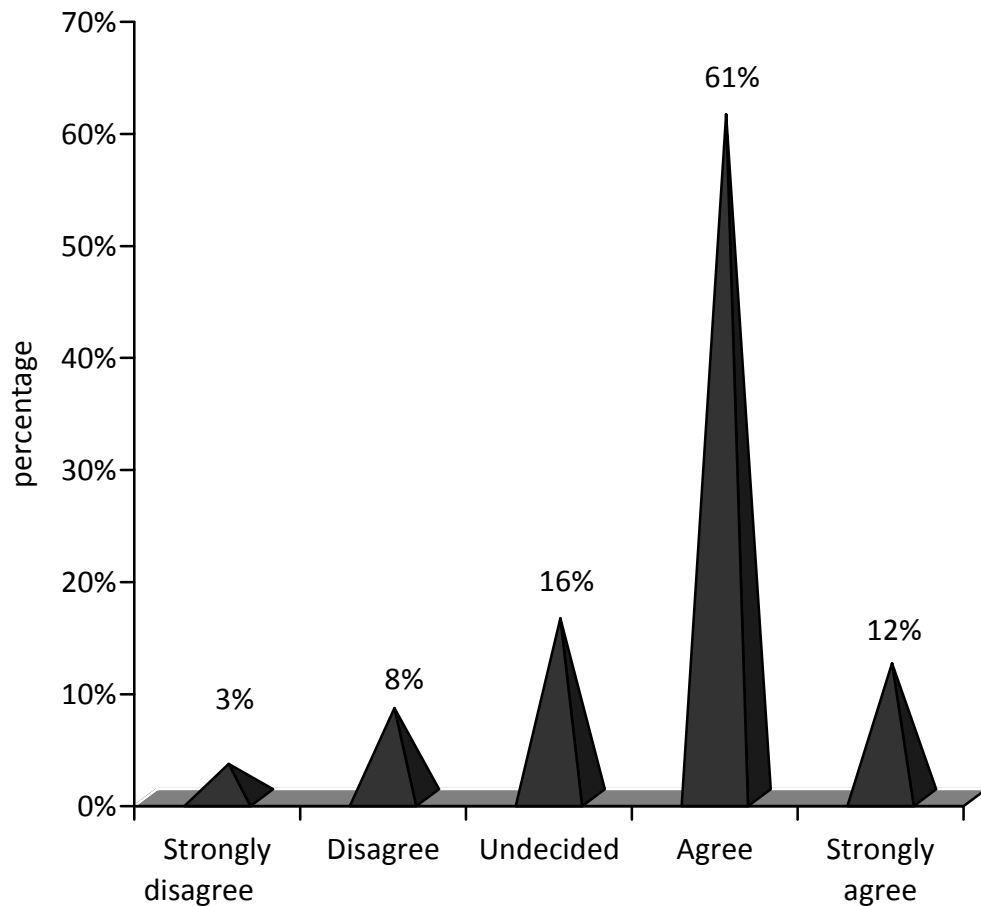


Figure 4.6 Head teachers understand importance of girl child education

Majority 40 (73%) of the teachers respondents agreed that the head teachers understand importance of girl child education. This indicates that the head teachers

are knowledgeable of the importance to retain the girl child in school. They are therefore the right people who can help increase enrolment of the girls in primary schools in Mao division.

4.5 Influence of back to school after delivery on the girl child completion

The researcher sought to find out the influence of back to school after delivery on the girl child completion. The study investigated if pregnancy influences the completion of the girl child primary education, if the head teacher employs tough disciplinary actions that scares pregnant girls from schools, if the head teachers properly governs the school as regards girl return to school after pregnancy, if discipline in school encourages parents to enroll the girl child, if the girls indiscipline causes them to drop out of school and if pregnancy contributes majorly to girls school dropout.

The researcher sought to investigate if pregnancy influences the completion of the girl child primary education. The results are shown in the Figure 4.7.

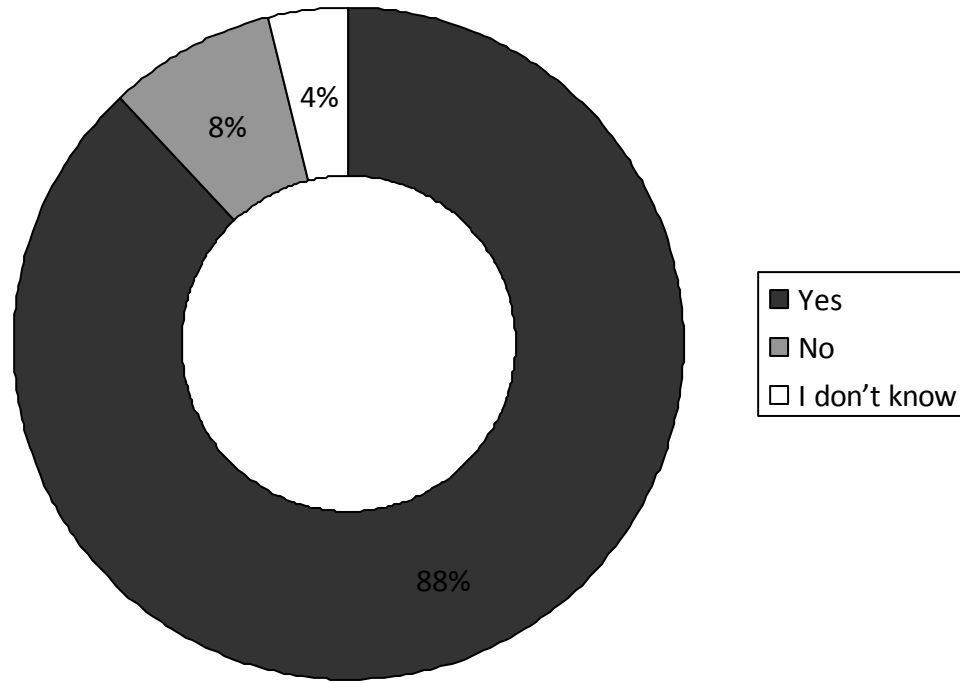


Figure 4.7: Pregnancy influences the completion of the girl child primary education

Majority 48 (88%) of the teachers agreed that pregnancy influences the completion of the girl child primary education while a few (8%) disagreed to the statement. This indicates that the girl pupils drop out of schools majority due to pregnancy. The schools should therefore show the girl pupils the dangers of early pregnancies that can lead to their school dropout. Lloyd and Mensch (2005) reveal that rather than pregnancy causing girls to dropout, lack of social economic opportunities for girls and women and the demands placed on them, coupled with the gender

inequalities of education system, may result in unsatisfactory school experiences, poor academic performance and endorsement of early motherhood.

The researcher then sought to know if the head teacher employs tough disciplinary actions that scare pregnant girls from schools. The findings are shown in the Figure 4.8 below.

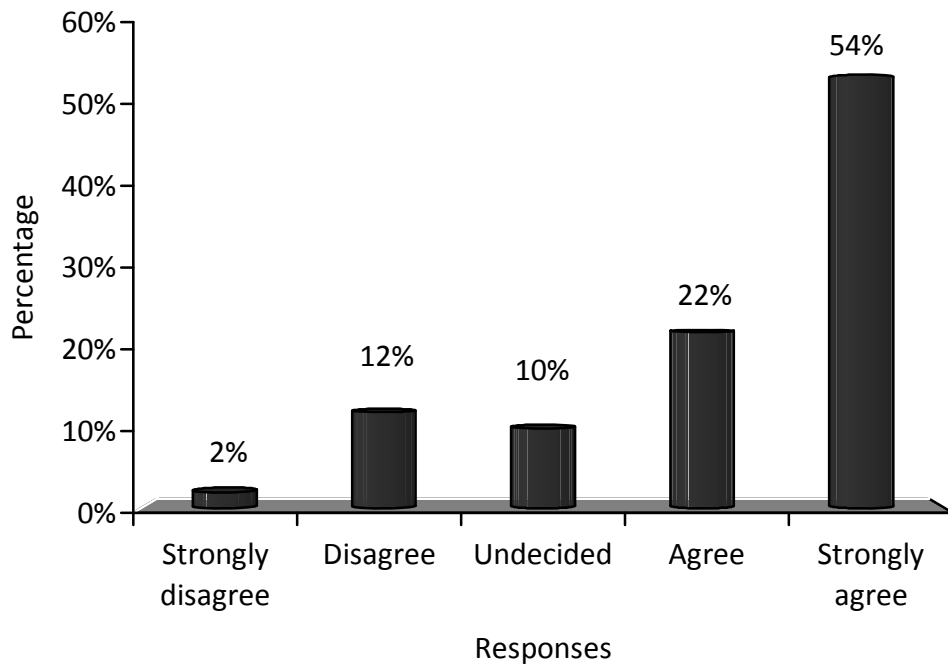


Figure 4.8 Head teacher employs tough disciplinary actions that scare pregnant girls from schools

From the Figure 4.8, majority 42 (76%) of teachers respondents agreed that the head teacher employs tough disciplinary actions that scare pregnant girls from schools. This scares the pupils away from school. The head teachers should therefore employ the right disciplinary actions that will not scare the girls from primary schools.

The researcher then sought to establish if the head teachers properly governs the school as regards girl return to school after pregnancy. The results are shown in the Figure 4.9 below.

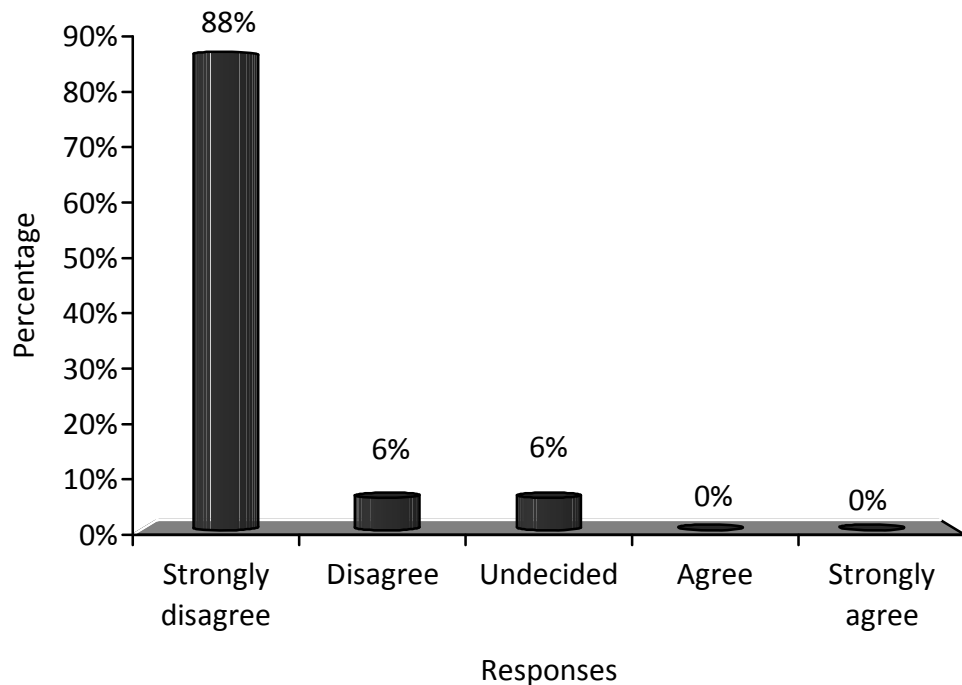


Figure 4.9 Head teachers properly governs the school as regards girl return to school after pregnancy

It is shown that a majority 52 (94%) of the teachers respondents disagreed that the head teachers properly governs the school as regards girl return to school after pregnancy. This indicates that once a girl gets pregnant, she drops out of school and no follow-up is made to make sure she returns to school after delivery. This leads to the high dropout rates of the girl child in primary schools in Mao division.

The researcher then sought to establish if discipline in school encourages parents to enroll the girl child. The results are shown in Figure 4.10.

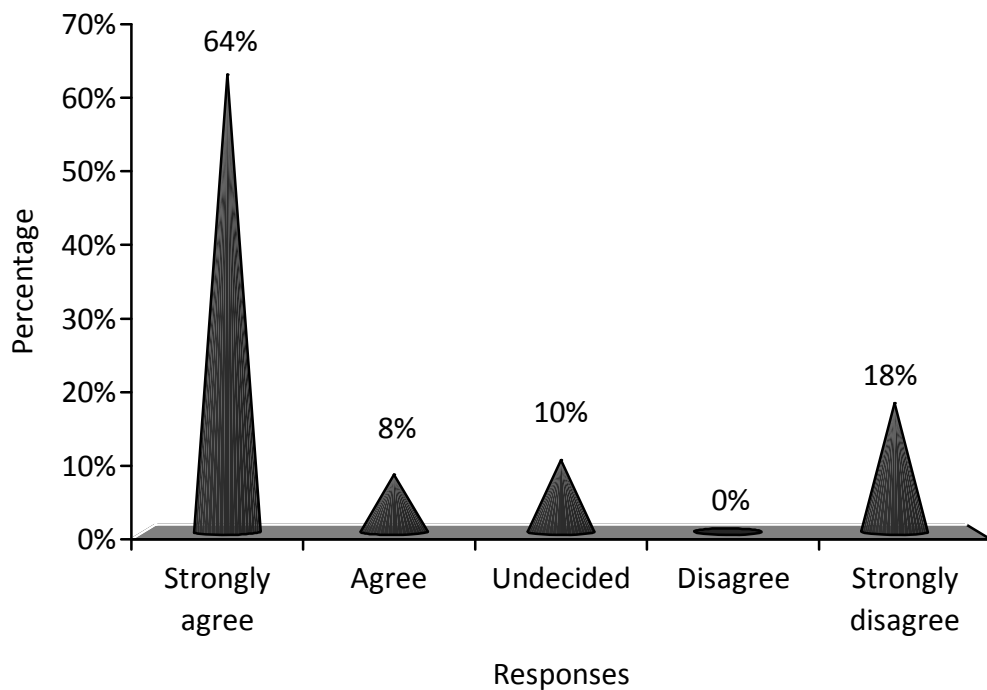


Figure 4.10 Discipline in school encourages parents to enroll the girl child

Majority 39 (72%) of the teacher respondents agreed that discipline in school encourages parents to enroll the girl child while a few 10 (18%) disagreed to the statement. This indicates that the schools which are highly discipline have less girl pupil dropout. The schools should therefore maintain discipline in their schools to avoid the drop out of the girl pupils from school.

The researcher then sought to investigate if the girls' indiscipline causes them to drop out of school. The results are shown in the Table 4.7.

Table 4.7: The girls indiscipline cases causes them to drop out of school

Girls indiscipline causes dropout	Frequency	%
Strongly agree	34	62
Agee	11	20
Undecided	3	9
Disagree	2	4
Strongly disagree	5	9
Total	55	100

Majority 45 (82%) of the teachers agreed that the girls indiscipline causes them to drop out of school. The schools should therefore ensure discipline among the girl

pupils to enable them avoid practices that leads to their expulsion from school.

This will reduce the dropout of pupils from primary schools.

The researcher then sought to investigate if pregnancy contributes majorly to girl's school dropout. The results are shown in the Table 4.8.

Table 4.8: Pregnancy contributes majorly to girls school drop out

Pregnancy contributes majorly to girls school drop out	Frequency	%
Strongly agree	29	64
Agee	14	25
Undecided	0	0
Disagree	4	7
Strongly disagree	2	4
Total	55	100

Majority 43 (89%) of the teacher respondents agreed that pregnancy contributes majorly to girls school dropout. This indicates that the division faces major problems in early pregnancies among the school going children. The schools should therefore sensitize parents and pupils on the dangers of early pregnancies. Mitchell and Halpern (2003) established that one of the interventions on pregnancies is that girls in schools have formed clubs aimed at using peers or mentors to improve the wellbeing of the girl-child. Such mentors are trained in

adolescent reproductive health and counseling, they counsel victims of abuse, and other STI / HIV AIDS and pregnancy related cases.

These findings concur with Nekatibeb (2002) studies from several countries in Sub-Saharan Africa indicated that both female and male teachers believed that boys were academically better than girls. Study findings indicated that many countries reported the tendency of teachers to pay more attention to boys than girls in the classrooms. Still in other conditions boys were given priority in the distribution of books and other learning material. In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes. They may use terms and expressions – and tones of voice – that give the impression that girls are not as intelligent as boys, or that girls do not need to perform well because they will just get married (FAWE, 2001).

The responses in the same table implied that teachers being part of the society presented cultural determinants that could influence the decision of girls participation in education. Chege and Sifuna (2006) cite regions where parents wish to protect their daughters from contact with foreign culture. They fear that if a girl is highly educated, she will have difficulties in finding a husband or making a good wife (Kimatei, 2010).

4.6 Extent to which sanitary conditions affect girl child in completion of primary education

The researcher sought to find out the extent to which sanitary conditions affect girl child in completion of primary education. The study investigated if the schools sanitary conditions influences completion of girl child, if the head teacher involves all stakeholders in improving the sanitary conditions of the school, if girls retention in school is due to the sanitary conditions developed by the head teacher and if head teacher holds talks with the girl students to discuss about their sanitary challenges in school.

The researcher investigated if schools sanitary conditions influences completion of girl child. Their responses are summarized in Figure 4.11.

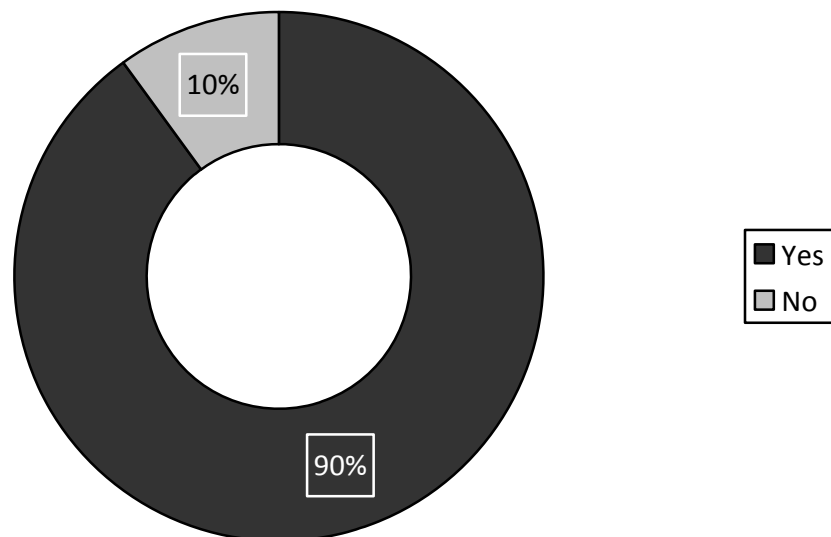


Figure 4.11: Schools sanitary conditions influences completion of girl child

Table 4.10 shows that majority 49 (90%) of the teacher respondents indicated that they agreed that schools sanitary conditions influences completion of girl child. The pupils also complained that they miss school and even drop out due to lack of sanitary pads. This seems to be a major problem that causes the high dropout rates of the pupils in primary schools in Mao division. According to GCN (2003) conditions in schools such as poor sanitation play a major role in determining the participation of girls in education particularly when sanitation does not accommodate their biological needs. Day et al (2000) conclude that, “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. Essentially, schools that are effective and have the capacity to improve are led by headteachers who make a significant and measurable contribution to the effectiveness of their staff.

The researcher investigated if the head teacher involves all stakeholders in improving the sanitary conditions of the school. Their responses are summarized in Figure 4.12.

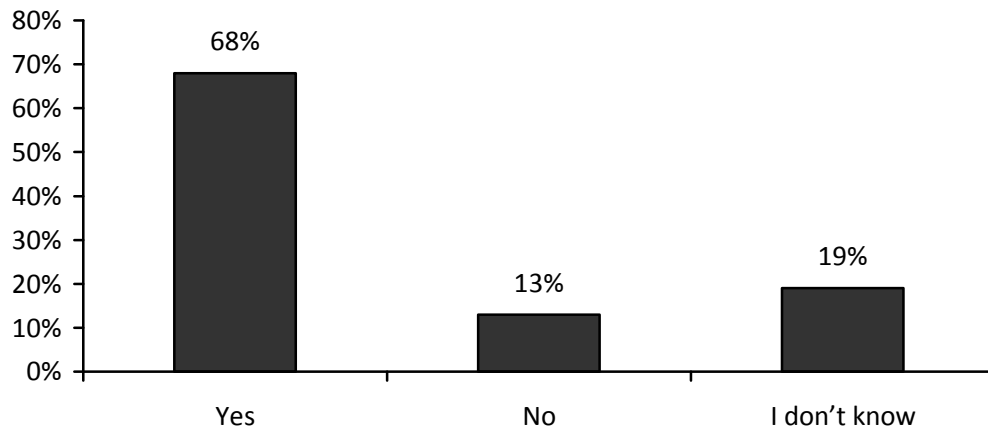


Figure 4.12: Head teacher involves all stakeholders in improving the sanitary conditions of the school

Figure 4.12 shows that majority 37 (68%) of the teacher respondents agreed that head teacher involves all stakeholders in improving the sanitary conditions of the school while a few (19%) did not know about any involvement by the head teachers. This indicates that there is no collaboration in improving the sanitary conditions in schools. This hinders the progress that might be done to reduce the girls' dropout from primary schools.

Furthermore, the researcher sought to establish whether girls retention in school is due to the sanitary conditions developed by the head teacher and the results are summarised in the Table 4.9.

Table 4.9: Girls retention in school is due to the sanitary conditions developed by the head teacher

Girls retention in school is due to the sanitary conditions developed by the head teacher	Frequency	%
Strongly agree	3	5
Agree	5	9
Undecided	4	7
Disagree	12	22
Strongly disagree	31	56
Total	55	100

Majority 43 (78%) of the teachers respondents disagreed that girls retention in school is due to the sanitary conditions developed by the head teacher. This indicates that the head teachers do not do enough to retain girls in schools as regards to sanitary conditions.

The researcher investigated if head teacher holds talks with the girl students to discuss about their sanitary challenges in school. The results are summarised in the Figure 4.13.

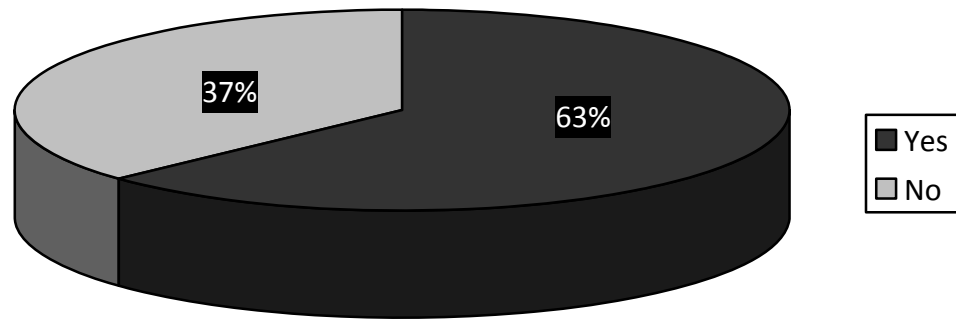


Figure 4.13: Head teacher holds talks with the girl students to discuss about their sanitary challenges in school

From the results in Table 4.11, majority 35 (63%) of the teacher respondents indicated that head teacher holds talks with the girl students to discuss about their sanitary challenges in school. A few (37%) disagreed to the statement. This indicates that there are schools that head teachers do not encourage the girl child as regards to challenges faced in maintaining sanitary conditions in school. This might be influencing the girls drop out from the primary schools.

4.7 Influence of counseling on the girl child completion of primary education

The researcher further sought the opinion of the respondents on the influence of counseling on the girl child completion of primary education. This was done by

studying if counseling influences completion of girl child, if the head teachers constantly counsel the girl's school, if the head teacher holds meetings with the students, if the teachers' duties are keenly checked by the head teachers, if the head teachers ensures disciplinary cases are handled properly and if head teachers enforces school policies on pupils counseling.

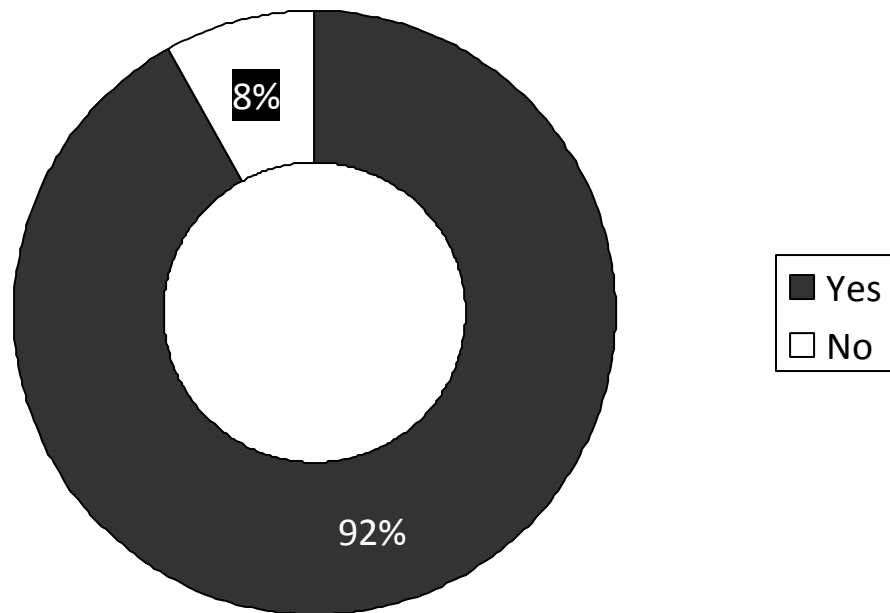


Figure 4.14: Counseling influences completion of girl child

Figure 4.14 indicates that majority 51 (92%) of the respondents agreed that counseling influences completion of girl child. This indicates that the head teachers ought to improve the counseling of girls in schools. This is because girls face many challenges unlike boys which can lead to their schools drop out. This increases girl's enrollment in primary schools in Mao division. Miller (1971) says

that guidance is the assistance which the school gives a student to help him solve his special problems and aid him in fulfilling his potential. It enables a pupil to discover his inner needs, to overcome his weakness and recognize his abilities and interest so that he may understand himself better and thereby intelligently, formulate and plan both immediate and lifetime goals. Guidance and counseling will enable the learner to understand how to cope with home based factors and importance of completing secondary education and investing in education.

The researcher also sought information on head teachers constantly counseling of the girls in school. Their responses are summarized in the Table 4.10.

Table 4.10: Head teachers constantly counsel the girls in school

Head teachers constantly counsel the girls in school	Frequency	%
Strongly agree	5	9
Agree	4	7
Undecided	5	9
Disagree	18	33
Strongly disagree	23	42
Total	55	100

Majority 41 (75%) of the teacher respondents disagreed that head teachers constantly counsel the girls in school. A few 9 (16%) agreed that the head teachers

constantly counsel the girl pupils. The pupils also indicated that the head teachers do not counsel them often. This causes the girls to drop out whenever they have problems since they have no one to counsel them. Nyambura, (2000) established further that FAWE in Kenya had emphasized the need for guidance and counseling in schools to curb pregnancy cases.

The researcher studied if the head teacher holds meetings with the pupils. The responses are summarized in Table 4.11.

Table 4.11 The head teacher holds meetings with the pupils

The head teacher holds meetings with the pupils	Frequency	%
Strongly agree	23	42
Agree	11	20
Undecided	0	0
Disagree	8	14
Strongly disagree	13	24
Total	55	100%

Majority 34 (62) of the teachers respondents agreed that head teachers hold meetings with the pupils. The pupils indicated that the head teachers hold meeting with them that discusses the general academic work. The head teachers should increase the meetings they hold with the girl pupils to encourage them to remain in

schools. Mlama (2004) established that Ministry of Education has issued circulars to all PDEs, DEOs and heads of schools and that such re-entry circular formalized re-admission policy and called on the other officers to implement it without delay. Mlama established further that when girls were allowed to resume studies after delivery, it would reduce women's illiteracy level; it would empower women to look after their children, would bridge the gender gap in education and would give women a chance to contribute to national development.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study in a summary and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

5.2 Summary of the study

The study aimed to investigate the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya. The researcher singled out four factors influencing government intervention measures on girl child completion. The sample size consisted of 13 head teachers, 59 teachers, 58 girls' pupils and 2 Non-Governmental Organization officers. This resulted to a sample size of 132 respondents from the 13 public primary schools. The researcher used simple random sampling for 59 teachers' respondents from the 195 teachers in Mao division which represent 30 percent of the target population to make a representative sample. Questionnaires for teachers, interview for head teachers and document analysis was used to generate data for this study. Reliability analysis was done through test-retest method. Pearson's product moment's correlation of 0.6 indicated that the instrument was reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was

obtained from journals and schools data base. Data collected was coded using Statistical Package for Social Sciences (SPSS). Descriptive statistics and thematic analysis were used. This assisted in determining the level of influence the independent variables have on the dependent variable. The findings are summarized per objective as follows:

The findings on the influence of repetition policy on the girl child completion indicated that majority (88%) of the teacher respondents agreed that repetition policy implementation has influence on completion girl child education. Majority of the respondents indicated that head teachers enforcement of repetition policy implementation influences completion of the girl child to a very large extent. Majority of the teachers 43 (78%) disagreed that the school implements the repetition policy. Majority 52 (95%) of the teachers disagreed that head teacher enforces repetition policy on girl child school completion. Majority 36 (66%) of the teachers disagreed that the school conducts regular campaigns to encourage parents to enroll their girls while a few 14 (26%) agreed. Majority 43 (78%) of the teachers agreed that their schools have copies of documents or resources that address inclusive education. Majority 40 (73%) of the teachers respondents agreed that the head teachers understand importance of girl child education. This might mean that the head teachers are knowledgeable of the importance to retain the girl child in school.

The study on the influence of back to school after delivery on the girl child completion indicated that majority 43 (89%) of the teacher respondents agreed that pregnancy contributes majorly to girls school dropout. This might mean that the division faces major problems in early pregnancies among the school going children. Majority 45 (82%) of the teachers respondents agreed that the girls indiscipline causes them to drop out of school. Majority 39 (72%) of the teacher respondents agreed that discipline in school encourages parents to enroll the girl child. Majority 52 (94%) of the teachers respondents disagreed that the head teachers properly governs the school as regards girl return to school after pregnancy. Majority 42 (76%) of teachers respondents agreed that the head teacher employs tough disciplinary actions that scare pregnant girls from schools. Majority 48 (88%) of the teachers agreed that pregnancy influences the completion of the girl child primary education

The findings on the influence of sanitary conditions on girl child completion of primary education indicated that a majority 49 (90%) of the teacher respondents indicated that they agreed that schools sanitary conditions influences completion of girl child. Majority 37 (68%) of the teacher respondents agreed that head teacher involves all stakeholders in improving the sanitary conditions of the school. Majority 43 (78%) of the teachers respondents disagreed that girls retention in school is due to the sanitary conditions developed by the head teacher.

The findings on the influence of counseling of the girl child indicated that a majority 41 (75%) of the teacher respondents disagreed that head teachers constantly counsel the girls in school. Majority 34 (62) of the teachers respondents agreed that head teachers hold meetings with the pupils. Majority 51 (92%) of the respondents agreed that counseling influences completion of girl child. Majority 35 (63%) of the teacher respondents indicated that head teacher holds talks with the girl students to discuss about their sanitary challenges in school.

5.3 Conclusions

Based on the summary of the findings given in section 5.2, it can be concluded that:

It can be concluded that repetition policy influences the girl child completion. Head teachers should enforce the repetition policy implementation since it as indicated that it influences completion of the girl child to a very large extent. The schools should conduct regular campaigns to encourage parents to enroll their girls and schools should have copies of documents or resources that address inclusive education. The head teachers were found to be knowledgeable of the importance to retain the girl child in school therefore head teachers should be involved immensely in the girl child education.

The study concludes that back to school after delivery influences the girl child completion. Pregnancy was found to be contributing majorly to girls school dropout. This might mean that the division faces major problems in early

pregnancies among the school going children. Girls' indiscipline also causes them to drop out of school. Discipline in school encourages parents to enroll the girl child. Head teachers should properly govern the school as regards girl return to school after pregnancy. They should not also employ tough disciplinary actions that scare pregnant girls from schools.

The findings on the influence of sanitary conditions on girl child completion of primary education indicated that schools sanitary conditions influences completion of girl child. The head teacher did not involve all stakeholders in improving the sanitary conditions of the school. Majority of the respondents indicated that girls' retention in school is due to the sanitary conditions developed by the head teacher.

The findings on the influence of counseling of the girl child indicated that a it majorly influenced girl child retention. Head teachers do not constantly counsel the girls in school. The head teachers should hold meetings with the pupils and counsel them. The head teachers do not hold enough talks with the girl students to discuss about their sanitary challenges in school.

5.4 Recommendations of the study

Based on the conclusion, the following recommendations are made;

It was found that head teachers do not fully implement the repletion policy in public primary schools; there is need for head teachers to enforce its observation

so that the pupils do not get frustrated by repeating classes. This will minimize the girls drop out.

The head teachers should allow the girl pupils to come back to school after delivery. There should be a follow-up on the pupils who get pregnant and make sure they come back to school after delivery.

The head teacher should enhance sanitary conditions of the schools to attract more girls to join primary school. This can be done through soliciting for funds from the Ministry of Education or Constituency Development Fund (CDF) that would help build facilities like toilets and bathrooms that enhances sanitary conditions in a school.

It was found that the girls lack adequate counselling from the head teachers. The head teachers should counsel the girl child on the importance of education. This can be done through holding motivational talks with them and allowing for exchange programs with other successful girls schools that the pupils can learn something positive from.

5.5 Suggestions for further research

- i. This study can be replicated in other divisions in order to give a reflection of the whole country on head teachers management initiatives on government policies contributing to girls drop out from public primary schools in primary

schools. This will ensure better decision making on ways curbing this problem.

- ii. A study on factors enhancing successful participation of girls in education should be done. This would provide emancipatory experiences and best practices in the education of girls.

REFERENCES

- Alaimo, O., & Frangillo, G. (2001). *Food insufficiency and American School-Aged Children's cognitive development*. (Online) Available: <http://www.pediatrics.publications.org/content/108/1/44>. (February 18, 2014).
- Boit, L. (2008). *National policies and practices for education skills and Sustainable growth*: Retrieved on 12th Feb, 2014 on <http://www.norrag.org/issues/article/1112/en/national-policies>.
- Brent, N. (2005). *Achieving the promise of girls' education strategies to overcome gender based violence*. In Beninese schools.
- Carmen, H., & Whiteman, C.V. (2009). *A look at Social, Emotional and Behavioral Screening Tools for Head start and Early Head Start...In addition Adolescent, Literacy's*
- Chege, F., & Sifuna, D.N. (2006). *Girls' and Women's education in Kenya gender perspectives and trends*.
- Economic survey, (2011, May 19). More than 400,000 pupils did not complete standard eight last year. *The Daily Nation*.
- Education For All: The Quality Imperative, (2005). *EFA Global Monitoring Report*. Retrieved on October 20th from <http://www.unesco.org>.
- Fallon, P., & Tzannatos, Z. (2008). *Child Labour: Issues and Directions for the World Bank*. The World Bank, Washington D.C.
- Gay, L. R (1992). *Educational Research: Competence for Analysis and Applications*. (4th ed) New York: Macmillan Publishers.

- Hallman, K., & Grant, M. (2006). *Disadvantage and youth schooling, working and child bearing in South Africa*. Paper presented at the annual meeting of population association of America.
- ILO (1997). *"Fighting Child Labour: From Dream to Reality"*. *World of Work*. (Vol. P.18-23). Geneva: Author.
- Kerlinger, F. N. (1978). *Foundation of behavioral research*. New York: Harcourt Brace Jovanovich.
- Kothari, C. R. (2004). *Research methodology: Methods and Techniques*. New Delhi: Vishwa Prakashan.
- Kwesiga, J. C. (2002). *Woman access to higher education in Africa; Uganda Experience*. Kampala: Foundation publishers LTO.
- Lockheed, B., & Vesper, M. (1990). *Education Process American Council Co. Inc*
- Lloyd, C. B. (2006). *Girls in developed countries. Highlights from population council research*. <http://www.pop.council.org/pdfs/TABriefsPGy.Brief-24educ.Pdf>. Retrieved 15/3/2014.
- Llyod, G., & Mensch, T. (2005). *Pregnancy related school dropout and prior school performance in some primary school in United States*.
- Marube, R. (2007). *The Role of Guidance and Counseling in Mixed Day Secondary Schools in Addressing Drop out of Girls in Siaya District*. Unpublished Master's Thesis. Maseno University.
- Miller, C. H. (1971). *Foundations of Guidance*. (2nd Ed.). USA: Harper and Row Publishers.

- Moyi, P. (2011). *Child labour and school attendance in Kenya*, *Educational Research and Reviews*. Vol. 6(1), pp. 26-35.
- Muganda, R., & Omondi, M. (2010). *Down the drain: Counting the cost of teenage pregnancy and school dropout in Kenya*. Nairobi.
- Mugenda, A., & Mugenda, O. (2003). *Research Methods*. Nairobi: Focus.
- Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon Publishers.
- Ngau, M. M. (1999). *Grade Retention and School dropout in Kenyan Primary Schools*, A critical analysis of Access and Equity Issues in Education
- Oparanya, W. A. (2010). *2009 Population & housing census results*, Nairobi: Government press printers.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd Ed.). London: Sage Publications.
- Preece, J. (2011). *The role of education in poverty alleviation for sustainable development*. Centre for Research and Development in Adult and Lifelong Learning; University of Glasglow, Scotland.
- Roschanski, H. (2007). *Deprived children in Kenya*, Amsterdam: International Research on Working Children (IREWOC).
- Sabates, R., Kwame, A., Westbrook, J., & Hunt, F. (2010). School drop out Patterns, causes, changes and policies. Background paper prepared for EFA Global Monitoring Report 2011. *The hidden crisis: Armed conflict and education*.

- Suda, C. A. (2001). The invisible child worker in Kenya: The intersection of poverty, legislation and culture, *Nordic Journal of African Studies* 10(2): 163-175.
- Tan, N. (2007). *Tanzania fails to enforce law against female mutilation*. (Online) Available: <http://www.afrol.com>. 10/09/12.
- Togunde, D. (2006). "Child labour and educational outcomes in urban Nigeria", *Research Journal of International Studies* - Issue 2, pp.4-24.
- UNESCO (2010). *Education in Kenya*. Retrieved October 12th from <http://stats.uis.unesco.org//unesco/document.pdf>.
- UNESCO (2005). *Gender and Education for All: The Leap to Equality, Summary Report*. Paris. UNESCO. Retrieved on 3rd December, 2013 from http://www.unesco.org/education_report/summary_en.pdf.
- UNESCO (2006). *Global Monitoring Report*. Paris: UNESCO Unterhalter (2007) *Gender, Schooling and Global Social Justice*. Abingdon.
- UNICEF (2001). *Child Workers in the Shadow of AIDS*. Nairobi: UNICEF Eastern and Southern Africa Regional Office.
- UNICEF (2003). *Child Labor: Today End Child Exploitation*. U.K. (not specified): Author.
- UNICEF (2004). *The state of the world's children. Girls' education and development* 434-35. United Nations Millennium Project, (2005). Taking action: Achieving gender equality empowering women.

Veriava A., & Adzahlie-Mensah, V. (2002). *Teachers and Access to Schooling in Ghana* CREATE Pathways to Access Research Monograph No. 43. Brighton, University of Sussex.

World Bank (2002). *Education and HIV/AIDS. A window of hope*. World Bank education section Human development. Washington DC.

APPENDICES

Appendix I: Introductory letter

University of Nairobi,
P.O. Box 29012,
Nairobi.

Dear Sir/Madam,

I am a student from University of Nairobi pursuing a Masters of Education in Educational Administration. I am carrying out a research entitled: *“influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya.”* Please allow me to carry the study in your school. The research is meant to help in fulfilling the research objectives. The researcher assures you of the confidentiality of the respondents.

Yours faithfully,

Oliomerae Sankale

E55/74825/2009

Appendix II: Teacher's questionnaire

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the influence of government intervention measures on girl child completion of primary education in Mao Division, Narok County, Kenya. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: General information of respondent

Please indicate

1. What is your gender?

Male Female

2. How many years have you taught in this school?

1 to 3 years 4 to 5 years

5 to 10 years Above 10 years

3. What is your highest level of education?

Primary level Secondary level College level

University level

4. How old are you?

Below 30 years

31 - 40 years

Above 40 years

Section B: Influence of repetition policy on completion of girl child

5. Do you think repetition policy implementation has influence on completion girl child education?

Yes No

6. To what extent do you think head teachers enforcement of repetition policy implementation influence completion of the girl child?

To a very large extent To a very small extent

To a large extent To a small extent

7. The table below shows to what extent the repetition policy implementation influence completion of girl child education, tick according to your level of agreement

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The school implements the repetition policy					
Head teacher enforces repetition policy on girl child school completion					
The school conducts regular campaigns to encourage parents to enroll their girls					

Has copies of documents or resources that address inclusive education					
Head teachers understand importance of girl child education					

8. In your opinion, how can head teachers contribution in repetition policy implementation in your school be improved?

.....

Section C: Influence of back to school after pregnancy on completion of girl child

9. The pregnancy influences the completion of the girl child?

Yes No I don't know

If yes to the question 7, please explain _____

10. The table below shows to what extent the back to school after pregnancy influences completion of girl child, tick according to your level of agreement

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Head teacher employs tough disciplinary actions that scares pregnant girls from schools					
Head teachers properly governs the school as regards girl return to school after pregnancy					
Discipline in school encourages parents to enroll the girl child					
The girls indiscipline causes them to drop out of school					
Pregnancy contributes majorly to girls school drop out					

Section D: Influence of sanitary conditions on completion of girl child

11. The schools sanitary conditions influences completion of girl child?

Yes

No

12. If yes, please explain _____

13. The head teacher involves all stakeholders in improving the sanitary conditions of the school.

Yes No I don't know

14. The girls retention in school in due to the sanitary conditions developed by the head teacher.

Strongly agree Agree Undecided

Disagree Strongly disagree

15. The head teacher holds talks with the girl students to discuss about their sanitary challenges in school.

Yes No Not sure

16. In your opinion, how can sanitary conditions influence on completion of girl child be improved?

.....
.....

Section E: Influence of counseling on completion of girl child

17. How do you think counseling influences completion of girl child?

Yes No

18. The table shows the factors relating to influence of counseling on completion of girl child, tick according to your agreement

STATEMENT	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Head teachers constantly counsel the girls school					
The head teacher holds meetings with the students					
Teachers duties are keenly checked by the head teachers					
Head teachers ensures disciplinary cases are handled properly					
Head teachers enforces school policies					

Appendix III: Interview schedule for class prefects and NGOs officers

The following questions will guide the researcher during the interview sessions with head teacher.

- i. What is the effect of repetition policy on completion of girl child education in public primary schools?

- ii. How does back to school after delivery influence completion of girl child education in public primary schools?

- iii. How do sanitary conditions influence completion of girl child education in public primary schools?

- iv. To what extent does counseling influence completion of girl child education in public primary schools?

APPENDIX IV

Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

30th June, 2014

NACOSTI/P/14/9943/2366

Sankale Oliomerae
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

This office has authorized you to carry the research. Show us the office your findings
3/2/2014
JASINAH
DISTRICT EDUCATION OFFICER NAROK NORTH DISTRICT

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teachers’ management initiatives on girl child completion of primary education in Mao Division, Narok County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Narok County** for a period ending **4th August, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Narok 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.

M. K. Rugutt
DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Narok County.

This office has authorized the above to carry out the research


COUNTY COMMISSIONER
NAROK COUNTY
3/07/2014
3 JUL 2014
P. O. BOX 4 - 2300
NAROK

APPENDIX V

Research clearance permit

THIS IS TO CERTIFY THAT:
MR. SANKALE OLIOMERA E
of UNIVERSITY OF NAIROBI, 853-20500
NAROK, has been permitted to conduct
research in Narok County
on the topic: INFLUENCE OF HEAD
TEACHERS' MANAGEMENT INITIATIVES
ON GIRL CHILD COMPLETION OF
PRIMARY EDUCATION IN MAO DIVISION,
NAROK COUNTY, KENYA
for the period ending:
4th August, 2014

Permit No : NACOSTI/P/14/9943/2366
Date Of Issue : 30th June, 2014
Fee Received :Ksh 1,000




[Signature]
Applicant's Signature

[Signature]
Secretary
National Commission for Science, Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2087

CONDITIONS: see back page