

**PRINCIPALS' PRACTICES INFLUENCING RETENTION OF GIRLS IN
PUBLIC SECONDARY SCHOOLS IN SUBA SUB-COUNTY, HOMA BAY
COUNTY, KENYA**

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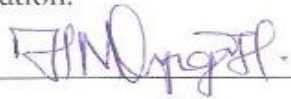
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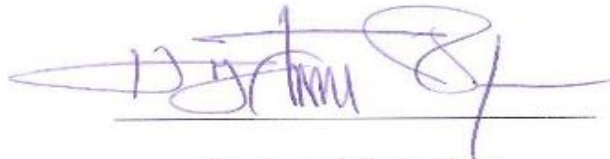
DECLARATION

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

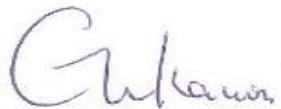


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DEDICATION

This study is dedicated to my beloved mother, son Vallen Bravado and daughter Marlin Ainsley who are my strength and reason for living. Special dedication to my loving wife Laureen Harizon who gave me all her support and blessings during the difficult moments of entire course. God bless you all.

ACKNOWLEDGEMENT

In preparation of this project, I thank the almighty God for everything in my life. I am greatly indebted to my supervisors Dr. Jeremiah M. Kalai and Mr. Edward Kanori who got time and dedicated themselves to scrutinize and assess my work. To the Department of Educational Administration and Planning of the University of Nairobi for nurturing me throughout the course. The completion of this project could have been a more difficult task without encouragement and useful suggestions from, family, friends, and people of good will.

Special gratitude goes to my dear wife Laureen for her overwhelming support without which this project could never have been completed.

Thanks to all the school principals, teachers, and girls who despite their tight schedule, accorded my study time for data collection and honestly filled the questionnaires.

May God bless you abundantly!

LIST OF ABBREVIATIONS AND ACRONYMS

DANIDA	Danish International Development Agency
EFA	Education for All
GCE	Global Campaign for Education
JICA	Japan International Corporation Agency
KCSE	Kenya Certificate of Secondary Education
MDGs	Millennium Development Goals
MOE	Ministry Of Education
SCEO	Sub County Education Officer
SDGs	Sustainable Development Goals
UNESCO	United Nation Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

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ABSTRACT

Massive disparities have been witnessed in the girl child education in developing and developed countries. The proportion of girls who access basic level education and eventually make it to secondary level face numerous challenges that lead to their dropout from the education system. This study therefore sought to establish the principals practices that influenced the retention of girls in public secondary schools in Suba Sub-County, Homa Bay County, Kenya. The study was guided by the following research questions: How does the provision of sanitary towels, the provision of guidance and counseling, the soliciting of donor involvement by principals and the provision of safe and secure environment influence the retention of girls in secondary schools in Suba Sub-County. The researcher used descriptive survey research design. The target population consisted of 32 secondary schools that had 32 principals, 64 class teachers and 3860 student girls from Suba Sub-County. A representative sample consisting of 10 secondary school principals, 47 class teachers 116 girls was drawn through random sampling. The researcher developed an interview schedule and questionnaires as the data collection instruments that were approved for validity by the supervisors. Data was collected through the administration of questionnaires to class teachers and girls and the administration of interview schedules to the school principals. The quantitative data collected was analyzed and presented through descriptive statistics (bar graphs, frequencies and pie charts). Quantitative data was analyzed using descriptive statistics and presented in frequencies tables and graphs and pie charts. The findings of the study were that the provision of sanitary towels to girls had a positive impact on the retention of girls in schools as presented on table 4.1. Soliciting for donor involvement had a positive effect on the retention of girls in secondary schools as presented on table 4.2. Effective guidance and counseling had a positive bearing on the retention of girls in secondary schools as presented on table 4.3. And finally that having adequate safety and security measures in schools had a positive bearing on the retention of girls in secondary schools as presented on table 4.4. The recommendations from this study were that government and non-governmental organizations needed aid in the provision of sanitary towels to help girls remain in school throughout their education. Guidance and counseling programmes needed to be put in place in schools reduce dropout rates in secondary schools. Soliciting for donor involvement to assist in meeting the need of students hailing from poor background and having full implementation of adequate safety and security measures was needed in schools to enhance the retention of girls in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The Federation for African Women report on girls' Education (FAWE, 1998), indicates the massive disparities between girl child education in both the developing and developed countries. The report further indicates that 1 out of 4 women cannot read and write within African states. This is a tragedy and is as a result of denial of girls rights on massive scale. The report cited the challenges that girl child face while at home which ranges from poverty, abuse, and child labor. It reveals that girls of school going age pass many huddles as they strive to achieve their educational goals. It highlighted factors behind girls' high dropout while at school as failure to provide them with sanitary towels, basic needs, child friendly environment and guidance and counseling facilities to needy girls in the continent.

According to UNESCO (2000), the parity index of gender globally, in National Enrolment Rates (NER) in Kenya, seem to shift to boys in primary school education stands at 0.97 percent a significant shift from 0.94percent,a couple of years ago. It furthers indicates that, despite the presence of more girls in classroom, millions of girls around the world continue to face challenges that includes among others discrimination, violence, neglect exploitation and abuse. Whereas education is regarded as a tool that plays an emanating role in empowering and to an extent equipping girls with the same life chances as of boys, systematic neglect of girls

needs conspires to keep many of the girls from pursuing their education. It suggests that girls should be accommodated to solve the challenges they face, for instance, managing their menstrual periods. This should be the government responsibility, to enable them compete fairly with boys and help them progress through their education cycles.

Shrestha (2007), indicates that in Nepal, the primary education project (PEP) started in 1983 which was an involvement of the World Bank, DANINDA, JICA, and the government of Nepal. It shows that the basic and primary education sub sector had received a significant amount of attention and support to enable the girls and boys at the lower levels of education, access and receive quality education putting in consideration, the individual differences, and equity among pupils. The ever scarce resources in this case, are distributed evenly considering the individual needs. Girls are catered for in particular, where sanitary towels, separate toilets, playing grounds and guidance and counseling facilities are provided. This has enabled Nepal to move numerous steps forward in enhancing progression and retention of girls in schools. The current study sought to establish the influence of provision of sanitary towels, guidance and counseling, safety, and security influence the retention of girls in secondary schools.

UNESCO (2008), statistical analysis of demographic and education shows that Net Enrolment Rate (NER) slightly rose from 80.5 percent in 2001 to 84.5 percent in 2013. Consequently, the completion cycle has improved from 61 percent to 72

percent in 2013 and the drop out has been reduced from 13.8 percent to 7.1 percent (Terry & Thapa, 2013). The mobility through the system of education is supervised by the MoE and sports which provides for the needs at all learners. The United Kingdom Safety and Security Manual (2013), illustrates the importance of security in schools in the United Kingdom. Security and safety technology have been introduced to improve the well-being of the students within and around the schools. Students are taught on how to deal with an emergency it should arise as a technical skill at lower levels of their education.

Patel (2008), indicates that issues of safety and security complements the retention more so to the marginalized and the vulnerable. It goes without say that girls are exposed to more challenges than boys throughout their education. It further indicates that safety measures at schools in America are addressed through collection of information from students, installing security cameras and audio recording. In other schools, the finger print scanners have been introduced at significant point to bar unauthorized individuals from accessing certain designated places, this to greater extent has reduced the cases of rape among girls while at schools and enhanced security in the girls' hostels. The outcome reveals that this has reduced fear among girls in American schools.

UNESCO (2002), in African countries, girls are still not enjoying equal rights to education, missing out the chance to complete secondary and primary education. The Democratic Republic of Congo (DRC), Egypt, Nigeria are some of the African

countries which overlook the education of girl child which affect their retention through secondary school education.

Reports on global parity in enrolment of boys and girls in secondary school stress that there is need for educationists to have a balance between girls and boys enrolment. The policies should be formulated to ensure that a number of girls stay in school. Girls should therefore be exposed to learning to enable them acquire skills and attitudes for their empowerment. The post-MDG framework should ensure an elaborate target and seek to solve the issue of sustainability, retention, and completion among girls admitted in high schools. As a case of Uganda, the county through the MOE has made a tremendous strides in providing a foundation from EFA to, sub sector and finally to School Sector Reform Programme (SSRP).

Due to an innovative job during the EFA implementation, the rise of girls' participation in school and quality provision of imperatives have been realized. As a result of a positive achievements the Ugandan government school sector reform programme has responded to the citizen's aspirations and to many challenges facing education system in Uganda. (Ministry of Education and Sports, 2009) today, the government publishes school funding allocation in the newspapers of national domain, which helps their citizen to monitor how funds are spent at the locality. This reform among others, have affected the enrolment of girls to an increase from 31percent to 49 percent.

UNESCO's (2002), indicated that there are quite a number of challenges regarding the quality of education offered. The requirements to maintain quality which ranges from; additional teaching staff, provision of learning facilities and materials to cater for the influx of students in school needs a lot of funding that should get support from donors. The country need some other funds from other sources to make quality education became a reality in Uganda. Kenya still share the same experience with the other East Africa states.

As a matter of concern in Homa Bay County where Suba sub-county is, girls do not progress to completion of secondary school course. MOE (2009), report shows that illiteracy, non-enrolment among girls in schools, and drop outs vary from one region to another. This indicated that girls from the disadvantaged poor families are greater casualties in terms of educational attainments. In secondary education, the current situation of FDSE where there is an indication of rapid growth of girls in secondary schools as compared to the past situation.

Nevertheless, many girls as well as boys from poor economic background are still face challenges in terms of educational attainment to enable them complete their course.

Kenya like many other African countries has tried greatly to provide all the students with the basic education but much has not been achieved more so at the implementation level. The government has burdened the community to provide infrastructure, personal effects to all the students in high school. It therefore goes

without question that each school is left with the sole responsibility through their heads to manage its own affairs. Girls, due to their vulnerability are faced with challenges of acquiring sanitary towels, good infrastructure, clean adequate and enough toilets, guidance and counseling facilities which affect their retention through both primary and secondary school education. The retention of girls through secondary school education is on the decline looking at it at the school level.

Data collected by the Ministry of Education from 8000 sampled schools to determine the general drop out. In different provinces, the estimate showed that North Eastern had higher drop outs of 10% due to insecurity experienced in the area, western (8.1%), Nyanza (6.4%), Rift valley (5.7%), Central (2.0%) and Eastern with (5.5%). The average drop out nationally stood at (5.3%) as that of boys stood at (4.4%) and girls (6.2%). Based on the sampled schools, drop out varies with gender within the schools. Different regions exhibit different percentages on drop outs based on gender as shown in these five sub- counties. Mandera (15.0%) for girls and (8.2%) for boys), Migori (11.8%) for boys and 11.6% for girls), Wajir 16.0% for girls and 12.7% for boys), Turkana 14.0% for girls and 10.0% for boys) and Kitui 7.5% for girls and 7.5% for boys).

Table 1.1: Secondary school enrolment by form 2011 – 2015

Class	2011		2012		2013		2014		2015	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Form 1	210.4	185.3	212.5	190.5	211.6	194.0	217.3	199.0	218.2	213.2
Form 2	208.2	165.1	211.3	189.2	210.2	180.2	217.2	189.2	217.9	207.2
Form 3	208.1	153.2	210.4	177.3	208.1	181.1	216.2	175.0	216.2	199.7

Form 4	187.2	133.2	208.2	133.2	206.0	162.0	214.0	163.2	202.1	189.2
Total	813.9	636.8	842.4	690.2	835.9	717.3	864.7	726.4	854.4	809.3
Grand Total	1,450.7	1,532.6	1,553.2	1,591.1	1,663.7					

Source: Economic Survey, 2015

Data collected from 10,400 schools which participated in the 2015 Central Bureau of Statistics survey has given the extent to which retention is a problem at the secondary level of education (GOK, 2009). The National data shows that an average number of students deprived from completion of their secondary education stands at 15.5% with that of girls taking the lead by 15.25% and boys 13.6% respectively. It is therefore necessary, to re-examine factors relating to poor girls retention at the high school level, by improving guidance and counseling, secure environment and provision of learning resources for better retention of girls in the public schools in Kenya.

A report by World Vision Kenya (2013) in Migori Sub county, in Ndiwa Sub-counties respectively, shows that out of the total population of the students enrolled in secondary schools in these regions, only 40 percent of girls as opposed to 53 percent of boys go through to completion secondary education. A few reasons behind the variation as per the report are; due to the early marriages, distance from school and poverty.

In Suba Sub-county, according to MoE education data in 2015, indicates that out of the total population of girls enrolled in form one, only 27 percent of them complete their secondary course as opposed to boys whose completion rate stands at 61 percent. This disparity is alarming, and it because of this, a greater diagnostic measures should be done and a lifelong solution be reached at to avert the issue.

1.2 Statement of the problem

Retention of learners in schools, especially the girl child is of great concern to the government and a couple of education stakeholders in general. Quite a number of researches have been conducted on such factors as financial, gender based violence, quality and curriculum biasness (Owano, 2011; Orodho, 2014).

According to the World Vision report (2013), on the retention of girls in Southern Nyanza Homa Bay and Migori Counties, numerous challenges are encountered by female learners in both primary and secondary schools that inhibits their retention through primary to secondary levels. In Suba Sub County with 32 secondary schools, only six are girls' public schools while 26 are mixed or boys' schools. The retention to completion of girls stands at 27 percent while for boys 61 percent. This is relatively low as we consider government effort of FDSE and FPE in line with vision 2030.

Despite the fact that a number of studies have been done on factors that prohibit the girls from access, performance and retention in secondary schools, no specific study has been conducted to investigate the retention of girls through secondary school

system in Suba- Sub County based on the objectives pegged on; guidance and counseling, safety and security, sanitary towels provision and donor support. It is due to this reason why this study sought to investigate the principals' factors influencing retention of girls in a public secondary schools in Suba Sub County, Homa bay county, Kenya.

1.3 Purpose of the study

The purpose of this study is to investigate principals' practices influencing retention of girls through secondary education in Suba Sub-County, Homa-Bay County.

1.4 Research objectives

The specific objectives of the study is to;

- i) Determine influence of provision of sanitary towels by the principals on girls' retention in public secondary schools in Suba Sub-County.
- ii) Investigate how the provision of guidance and counseling by the principals influence girls' retention in public secondary schools in Suba Sub-County.
- iii) Establish how soliciting for donor support by the principals influence retention of girls in public secondary schools in Suba Sub-County.
- iv) Examine how creating safe and secure environment by the principals influence the retention of girls in public secondary schools in Suba Sub-County.

1.5 Research questions

- i) How does sanitary towels provision by the school principals, influence retention of girls in public secondary schools in Suba Sub-County?
- ii) How does the provision of guidance and counseling facilities influence retention of girls in public secondary schools in Suba Sub-County?
- iii) How does the soliciting for donor support by the principals influence the retention of girls in public secondary schools in Suba Sub-County?
- iv) To what level does the provision of safe and secure environment influence retention of girls in public secondary schools in Suba Sub-County?

1.6 Significance of the study

The findings of this study would provide solutions to reasons of school dropout, repetition and enhance retention among the students more so girls. In order to increase retention and good performance, the schools should adopt a child friendly teaching methods and create friendly environment for the learners. This would also encourage teachers, principals and the community to reflect on better methods of addressing girls' issues and needs amicably for the purposes of enhancing retention among girls in a school as an organization.

Finally, the findings of this study would assist the community to identify their roles of providing safe and secure environment for the girls' schools and adopt proper channels to address their grievances whenever a problem occur that may lead to conflicts.

1.7 Basic assumption of the study

The study assumes that:

All respondents would be cooperative and honest in providing the information required and all the sampled schools experience problems on retention of girls.

1.8 Limitations of the study

Language barrier was a challenge. This was overcome by use of Kiswahili and the language of the catchment to explain the intention of the questionnaires. The geographical composition of the area of the study which posed access challenge to the researcher. This was addressed by use of motorbikes and where it is impossible to access, the researcher would involve experts for instance, in island regions.

1.9 Delimitations of the study

The study was carried out in Suba Sub-County, Homa Bay County. It covered mixed secondary schools and girls' schools, school principals, class teachers and female students.

1.10 Definition of significant terms

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

Implementation refers to the process of providing safety, security and other needs to the girls within the learning environment, by the school principals in order to increase retention among them and achieve educational system objectives.

Leadership refers to the ability of a school principal, to guide the individual girls, teachers, or entire school organization, towards achievement of maximum retention of girls in schools under them.

Retention refers to the act of keeping girls within the school environment, by the school principals to enable them complete their four year course successfully.

Guidance refers to advice aimed at resolving problems or difficulties encountered by girls in secondary schools that is initiated by the school principals and implemented mostly by the professional teachers.

Counseling refers to the provision of assistance and guidance to girls to help them resolve personal, social, and psychological problems and difficulties by the school principals and the professional teachers.

Donor refers to people of good will, religious and non-governmental organizations which offer material needs such as, text books and monetary assistance, in terms of school fees to the needy girls in secondary schools for the purposes keeping them in those schools.

Safety refers to a condition where girl child is being protected from or unlikely to cause danger, risk, or injury while at school by their respective school principals.

Security refers to a situation where girls are kept free from danger or threat by the school principals while at school to facilitate learning process.

Fund refers to a sum of money saved or made available by the school principals, for the purposes of assisting girls in schools, to complete their secondary education cycle.

1.11 Organization of the study

This study is organized into five chapters; chapter one comprises of introduction which covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the research study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of terms as used by the researcher in the study and finally the organization of the study.

Chapter two entails literature review on influence of provision of sanitary towels, influence on provision of guidance and counseling, influence of donor support and influence of safe and secure learning environment by the school principals in the retention of girls in public secondary schools, summary of the reviewed literature, theoretical framework of the study and finally the conceptual framework of the study.

Chapter three focuses on the research methodology, beginning with; an introduction of the chapter, the research design of the study, the target population, sample size and sampling techniques, reliability of the research instruments, data analysis techniques and finally the ethical considerations.

Chapter four of the study is organized into, the summary of the background information of the respondents, the provision of sanitary towels on retention of girls in schools, guidance and counseling on retention of girls in schools, the influence of donor support on girls retention in secondary schools, safe and secure environments on girls retention in secondary schools and finally the opinion of respondents on how girls can be retained in secondary schools .Chapter five is organized into a summary of the study, summary of the findings, conclusion of the study, recommendations, and suggestions for further research.

CHAPTER TWO

RELATED LITERATURE

2.1 Introduction

This section focused on the following sub headings; concept of girls' retention, guidance and counseling and retention of girls, donor support and girls' retention and school safety and security and retention of girls, summary of literature, theoretical framework, and conceptual framework.

2.2 The concept of students retention

World Bank (2013), indicates that promotion of gender equity is part of broader holistic effort to ensure that girls feel secure while in school and learn to complete all levels of education with the skills and competencies to secure opportunities, be able to make decisions about their personal lives, and finally contribute to their communities and to the world .It further projects that nearly sixteen million girls between ages six to eleven would never enter school compared to eight million boys in south and west Asia due to unsafe and non-inclusive learning environment the schools provide.

UNESCO (2002), asserts the challenges that girls face through their education process due to their vulnerability. The Girls Education initiative really helped launch government action plans to reach the millennium development education targets for the year 2015 whose main agenda was to eliminate of gender disparity at all school levels and to ensure that all children complete basic education. In

Central and Eastern Europe, East Asia, and Latin America, nearly two thirds of children have achieved gender parity in high school, twice as many primary schools.

UNESCO (2008), reveals that Mauritius as well as Senegal, is now on the move towards the achievement the same. Education for All on global monitoring report indicates that Senegal has achieved gender parity in primary school education but only 15percent at secondary school level .The Swedish International development co-operation Agency, noted that violence, poor quality infrastructure development in schools and the poor supply of basic needs are among the issues that affect girls retention in government schools.

UNICEF (2009), Shows that In Mexico Progresa, the expensed form of which is now known as opportunities provide cash transfers to poor household and most marginalized rural areas. This enabled the enrolment of girls to rise up to 20percent in secondary school. This eater for their essentials more so girls such of the sanitary pads, uniforms, provision of water and sanitation facilities. A study conducted by a department of public health engineering In Bangladesh, shows that lack of separate latrines for girls force them to be out of schools leading to decline in number of who stay to complete their secondary education.

Education in Kenya entails 8-4-4 system where, the first to eighth grades form the primary education, and the grades (9-12) form one to form four secondary education. Joining of secondary school is determined by what candidates get in the

National examination done at class eight. Since the introduction of Free Secondary Education in 2000 which its initiative was meant to achieve Education for all by 2015 in line with MDG, the programme was meant to promote pupil transition from primary to secondary school. The programme involved government provision of subsidy on tuition fees teaching and learning materials while infrastructural development projects boarding, transport, school uniforms, meals were left for the parents to shoulder.

UNICEF (2009), because of the unique needs of different schools, this programme has been faced by major challenges. It is rocked by overcharging the parents beyond the MOE stipulated guidelines, to cater for shortage of teaching staff required to address influx of students in secondary schools. The classrooms and toilets are strained especially in mixed secondary schools. There is also lack of attention to individual learners during instruction due to overcrowded classrooms. The strict rules on expenditure on government provided funds are stiff therefore fail to appreciate the unique needs of the schools i.e. girl schools or mixed schools since all students are allocated the same amount regardless of gender.

UNICEF (2009) indicates that females show high enrollment than males in primary schools 84.5 percent compared to 83.5 percent. However the relationship between male and female switches and widens in secondary 51.6 percent enrolled students are male and 48.4 percent female. The figure sharply diverges in marginalized areas. A school as an organization forms the basic unit where students are nurtured

to form the human person. The school fall within an environment and due to the numerous environmental issues, schools have numerous challenges which affect their members and the entire organization. These range, from the physical, economical, sociological, and even emotional challenges which affect it's functionally.

GOK (2004) the establishment of KESSP School Infrastructure Improvement Program enhanced the development of certain schools to an extent. The schools which benefited from this programme registered higher enrollment according to the economic survey report. A number of classrooms have been constructed nationally that has enhanced the enrolment in Schools. This project was to investigate extend to which the school principals contributed in the provision of sanitary towels, safety and security, guidance and counseling and soliciting for donor support in their schools to enhance retention among girls in secondary schools.

2.3 Guidance and counseling and retention of girls

Guidance and counseling in integral in school. It is the process by which learners are advised on how to deal with their emotional conflicts (Levacic, 2007) and individual problems in school and how to incorporate the same in daily life. It acts as a bridge that connects students and the school administration. It forms channel by which students express their problems. It allows students to air out they feel uncomfortable to them at school. In the US, there are elementary schools, counselors who spend with the children individually in small groups in classroom

thus hauling some connection with every student in the school. It promotes positive relationship and extinguish negative behaviors. This requires graduate qualification. In Colombia, they are referred to as guidance counselors or school counselors, (Bemak, 2000). The empirical study, (Kimemia, 2012) emphasizes that to prevent students drop out in schools, an effective counseling facilities should be in place more so to the girl child to help them stay in school to completion.

Okumbe (2001), explains that the administrator should provide services which seek to help students adjust better to the school development effectively, socially and emotionally and become better learners who can deal with the challenges in daily lives. He asserts that the administrators should show concern and effectively solve the students' problems through consistent and timely intervention to motivate learners during their stay in school. The school administration should play a major role of influencing the retention of girls through all levels of education.

Wooding (1989), asserts that the school principals should be able to protect teachers and the students as well from the unbecoming wild. They should also focus on student family background and personal characteristics of those who are likely to drop out of school to enable them go through their level of education.

Guidance and counseling is focused on assisting the students through understanding their behavior and progress. Denga (2001) points out that peer counseling involves encouraging concerted effort to harness the capacity with group members sharing common interest which may be consoling, appeasing, befriending, mediating, and

reconciling to them. Those that are alienated from one another informally without discipline. Peer counselors have the advantage of being able to interact with their colleagues in class games and hostels. It's for this reason that every arrangements possible be done to safeguard girls from dropping out of school and encourage their retention through guidance and counseling.

Wesonga (2010), in the study conducted on factors students' class repetition in South Nandi District supports guidance and counseling in secondary schools. In his study, he asserts that principals should ensure that schools within their jurisdiction provide counselors. This, in his overview prolongs the duration of learners in schools and reduces drop out thereby enhancing retention.

2.4 Donor support and girls retention

Hoden (1993), in UK schools, full time education is compulsory for all children aged 5-18. Some 93 percent of the children between ages 3 to 18 are in education state funded apart from monies for trips, swimming, and theatre. In foundation schools where the government employ staff have school buildings owned by the government or charitable organizations. The schools are fully funded taking into account the girls needs therefore all students have similar platform for acquisition of education. This justifies higher retention of girls the United Kingdom high schools. The government solicit funds by engaging well-wishers, non-governmental organizations, and donors to a greater magnitude. This happens

because, these states have understood the complexity of education and to provide quality and sustainable education to all citizens.

European Union (2012), in Africa, the states fund their education with the help of international donors. In South Africa for instance, funding is done through SADF and Global Fund which help the lowly endowed children to go through their education. Funding is based on needs of learners whereby girls get lions share to cater for their unique needs. This has made South Africa to be among the African states with high girls' retention.

GoK (2010), shows the introduction of Free Day Secondary School in 2010 which catered for tuition, a number of girls were retained as compared to the previous years. Although the government scored on this, the funding deemed inadequate. The parents are still left with responsibility to provide for boarding, uniforms, and infrastructure development in school. The state owned institutions are pathetic and dilapidated as a result of lack of maintenance. Girls, due to their fragility, are discouraged by these situation leading inconsistency in school attendance. The condition facilitates drop outs and reduces retention among girls. The government through CDF provides money to assist the bright and less fortunate students based on the number of applicants. This has increased access and retention of girl child through secondary school to a little extent. Equity Bank, Co-operative Bank offer students scholarships to go through high school education providing for all the

needs. This has boosted the number of students since the funds are inadequate only a few are reached out.

GoK (2015), shows that barely 75 students among them 14 girls have benefited from Equity and Co-operative banks respectively in Suba Sub- County for the last four years. This means that many girls in high schools ,still do not access funds hence leading to mass drop out among in the Sub – county. It is due to this reason that donor support is called for, to enable many girls remain in school and proceed to completion of the four year course.

2.5 School safety and security and retention of girls

The British school uphold the security and safety of the students. All the schools funded by the state, get regular and vigorous inspection by the office in-charge of standards in education. All the schools are built and filled with the safety gadgets such as fire extinguishers. These have enabled higher enrolment in these schools since the parents are rest assured of their children’s safety. After the Kidnappers in Nigeria of the 200 girls, Safe Schools Initiative was launched. It was meant to help schools respond to attacks. It entails school based interventions, community-card security personnel in times of crisis.

Abiolla (2014), because the terrorists understand the literacy implications on girls as of fast tracking development, in the North-East of Nigeria, 66 percent of girls aged 15 to 19 are unable to read a sentence and only 4 percent attend high school. This is because these places are prone to attacks by terrorists who abduct them to

ensure that they do not attend school. Despite the measures put in place, girls still remain vulnerable and unsafe in schools in Nigeria just like any other African States, (Terry & Thapa, 2013).

In the recent past, Kenya first like many African countries has been having challenges of insecurity in schools due to attack by the Al-Shabab schools may adopt the standard set by ministry of education on safety the mark standards manual for schools, but are below due to the limitation. Among the few they school can do is urge students to stay alert, share information, organize safety seminars, provide help on demand, and give teachers support, this helps reduce the risk threat insecurity.

The recent survey conducted indicates that the schools in Kenya are not safe in terms of the infrastructure, emergency preparedness, security provision therefore possess the students to dangers while in school. This study seeks to ensure that school management provides security and safe environment through involvement of the stakeholders and the community especially to the girl child who is vulnerable.

2.6 Summary of literature

The study has reviewed the principals' practices that do influence retention of girls in institutions of learning. The literature has revealed that there are key practices among other provision of girl's facilities soliciting for donor involvement, provision of sanitary towels and provision of safe and secure learning environment by the principals enhances retention as opposed to the deficiency. It also emerges

that low retention of girls have severe consequences to girl child and to the country as well.

Terry& Thapa, (2013), concurs with the study, in areas such as provision of security and safety .They assert that, the school environment should be made free from dangers. This provides a conducive atmosphere for the learners and reduces drop out. They agree that girls are vulnerable and require utmost security if they are to complete their secondary course.

Abiolla (2014), asserts that infrastructural facilities within the school, which include, classes, hostels, toilets and student messes, should have emergency exits .He put emphasis on the fitting of the security alarms within rich of the students to be used in case of emergency. He also agrees with the fact that girls need support in issues of security and enjoy staying in secured schools as compared to insecure ones

This research project, sought to bridge the gap on the provision of sanitary towels to the girls, the role of school principals in the provision of safety and security, soliciting for donor support to the needy girls and, guidance and counseling for the purposes of their retention to completion of the secondary course.

2.7 Theoretical framework

The study is based on interaction theory conceived by Vincent Tinto on student retention in the year 1975. It states that individual student possess different pre-

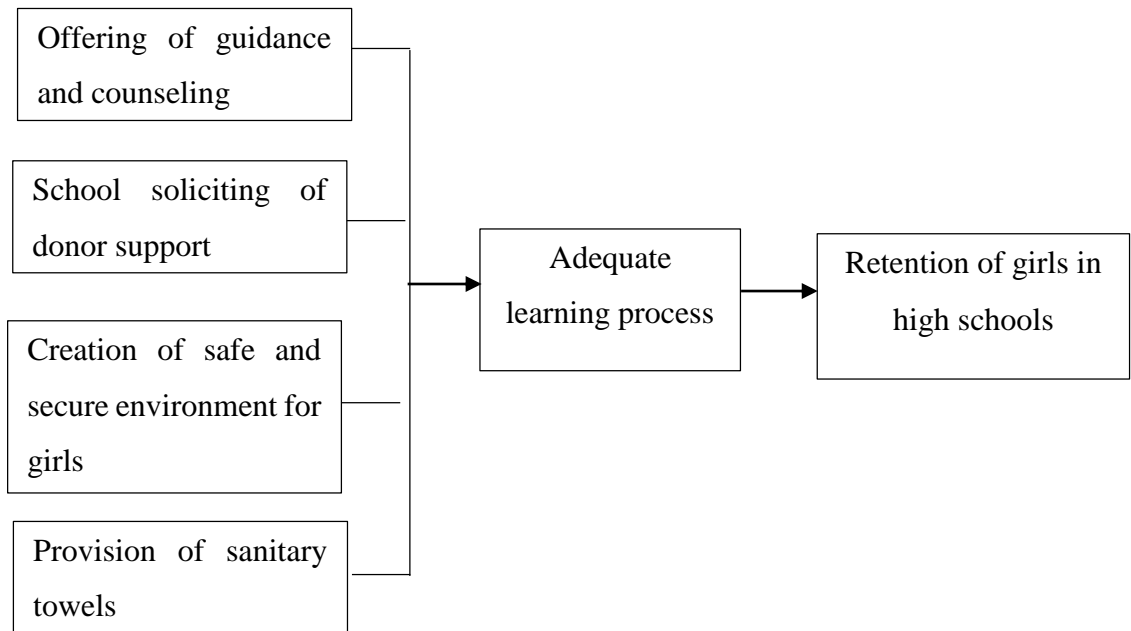
entry schools characteristics which do affect their decisions to persist or depart their institutions. Vincent Tinto (1993) categorized student's retention into five, social, psychological, economic, interactional, and organizational; organizational theories of students departure points out to us the attrition as indicating the impact that an organization has on the socialization and satisfaction of students.

Organizational theories of students departure shades light on the important effect that the organization of educational institutions have on students persistent behavior (Tinto, 2013)

This study is based on this theory because it focuses on resources as one of the key components of academic motivation. It points out that when the required leaning resources are availed to students. It facilitate learning and enhance their stay in school. It stresses to the learning institutions to view the learners in holistic perspective and create good learning environment to enhance enrolment and retention. The theory lays a strong foundation as the researcher recognizes the principals' practices which in turn influence students' retention in institution of learning.

2.8. Conceptual framework

Figure 2.1: Principals' practices influencing girls' retention in high school



The conceptual framework indicates the principals practices; offering of guidance and counseling facilities, soliciting of donor involvement, creation of safe and secure girls, learning environment and provision of sanitary towel which predict the girls retention on secondary schools. When these factors are applied in schools, they create a conducive learning environment for learners. This help raise their self-esteem, motivate them to remain in school as others are being attracted to enroll. Upon landing in schools girls decision of dropping or remaining in schools will mainly be determined by how effectively an administrator provide for the above factors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section is organized under the sub headings namely; introduction, research design, target population of the study, sampling procedure used, research instruments employed, validity and reliability of the instruments, lastly and data analysis techniques.

3.2 Research design

The study considered descriptive survey research design. It is the study in which the information collected without changing the environment (Borg and Gall, 1989). It is being used to obtain information concerning the present status of a phenomena to describe what is in existence with respect to the variables or conceptions in a given situation, (Orodho, 2002). It is conducted to demonstrate associations. It analyses data to describe, show or summarize it in a meaningful way (Graphs and Statistics). It offers a window through which raw data can be glimpsed and comprehended clearly by other researchers.

3.3 Target population

For this study, the target population was 32 public secondary schools six of which are girls' schools and twenty six mixed schools. Four of the girls' schools have 3

streams each. 32 principals, 64 class teachers for each stream and 3860 girls SCEO records 2015, Suba Sub County.

3.4 Sample size and sampling techniques

Orodho (2005), defines sampling as, the whole process of selecting a sub set of cases with a view to draw conclusions about the whole set. The study used a 30% rule according to Mugenda and Mugenda (2003) states that in the case a smaller population, a sample between 20-30 percent is appropriate for population therefore, 10 principals, 47 class teachers, and 116 students were sampled. The sample was selected by use of simple random sampling. The sampling frame was represented in tables, graphs, and frequencies.

Table 3.1: Sampling frame

Respondent	Target population	Sample	Percentage
Principals	32	10	30
Class teachers	156	47	30
Students	3860	116	30
Total	4048	172	30

3.5 Research instruments

Research instruments are defined as, the measurement tools skillfully designed to obtain data on a topic in question from a given research project. The study used

questionnaires developed by the researcher which were used to collect data from secondary school principals, girls, and class teachers in girls' and mixed public secondary schools in Suba- Sub County. Questionnaires were relevant since they present a uniform stimulus to a larger number of individuals or people simultaneously and provide the investigation with an easy and very reliable data accumulation.

Gay (1992), states that questionnaires to a large scale, offer respondents freedom to express their views or opinion and help them make suggestion to collect data on the strategies they employ to encourage retention of girls. Teachers questionnaires will be used to obtain data on factors influencing retention in schools, principals questionnaires shall be used to obtain data on bursary and donor funding and their influence on retention of girls, school safety and security in relation to girls retention and students condition that influence their retention.

3.6 Validity of the instruments

This refers to the extent to which any instruments of choice, in a given research work, is able to collect the data desired for the study (Orodho, 2009). In this study, content validity was applied. It was capable of providing adequate coverage of the subject under investigation or study. It uses a trick to ensure that all target content is covered almost uniformly.

Borg and Gall (1989), defines validity as the degree to which an instrument measure what it is designed to measure. The assessments of validity are the subjective opinions based on the researcher's judgment. Borg and Gall (1989), further explains that, validity of instruments is always improved through expert judgment. In this regard, the researcher is supposed to consult experts. For instance the researcher regularly consulted with the supervisors for assistance due to their wealth of experience in the field of research.

3.7 Reliability of the instruments

The term reliability refers to the extent to which an assessment tool proves its capability to produce stable and consistent results every time it is applied to the similar population or to a sample (Thomas, 2009). For instance, test retest was appropriate before they are administered to assess accuracy. It was done to the groups of respondents and in a period of two weeks. The same instruments were used if the same responses could be achieved or realized. The reliability coefficient was used, in this case the chi-square was chosen.

3.8 Data collection procedures

A research permit was obtained from The National Council of Science, Technology, and Innovation. As one of instructions, the researcher reported to the County Director of Education Office (CDE) of Homa Bay to get authority to proceed with research. The researcher later reported to the Sub County Education Office of Suba to seek authority to collect data from government run girls' and

mixed secondary schools within the Sub County. The researcher conducted pre-visit to the sampled schools to deliver questionnaires to the school administration. This was followed by collection of the filled questionnaires from the respective schools for analysis

3.9 Data analysis technique

This entails the synthesizing or breaking to summarizing, classify, interpreting and reporting the given situation under investigation (Lovell & Lowson, 1971). Research questions provided in the questionnaires were summarized and coded and keyed into a computer using the statistical package for social sciences (SPSS) software. Data from principals through survey interviews were entered and for each category of respondent, descriptive analysis was done using graphs, frequencies, and tables. Quantitative data collected was analyzed and presented through use of tables, bar-graphs and pie-charts.

3.10 Ethical consideration

During the research period no one was forced to participate in the study. The researcher ensured confidentiality of the responses. This enhanced honesty among the respondents. The researcher sought authority from the Suba Sub-County office of education to avoid anxiety and victimization.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, discussions and interpretation on principal's practices influencing the retention of girls in public secondary schools in Suba Sub-county, Homa Bay County, Kenya. Data collection relied on questionnaires administered to class teachers and students together with interviews conducted through interview schedules to the school principals.

The researcher successfully administered 32 questionnaires to class teachers, 83 questionnaires to students and 9 interview schedules to school principals, giving a success rate of 68 percent for class teachers 72 percent for students and 90 percent for principals.

Quantitative data was analyzed using descriptive statistics; frequencies and percentages and the findings presented on tables, pie charts and bar graphs.

Qualitative data was analyzed into themes and presented in tables and discussions.

4.2 Background information

The background information of the respondents was important in determining principals' practices influencing the retention of girls in public secondary schools.

The background information sought from the respondents was organized on the basis of gender, age, period of teaching in public secondary school and period of

being a head teacher for the principal respondents and the distribution of girls across the forms in the schools that took part in the study. The reason for the background information was to acknowledge the different characteristics of the respondents who took part in this study and to gauge their ability to give reliable information, being that age, professional qualification, and experience of respondents are factors that can influence the kind of response given to questions.

4.2.1 Gender of respondents

The researcher sought from the respondents their gender in order to find out the distribution of males and females in the sample of the study. Gender generally influences the manner in which people relate to each other as they interact and carry out their responsibilities. Vinson (2001) notes the influence of gender in performance of any activity and particularly for schools, influences the behavior and performance on the subjects handled by these teachers in schools.

All the students who took part in the study were of the female gender. Girls were the population of students targeted by this study. It was therefore necessary that as focus of the study, they were engaged in the study. The gender of class teachers are presented in Figure 4.1.

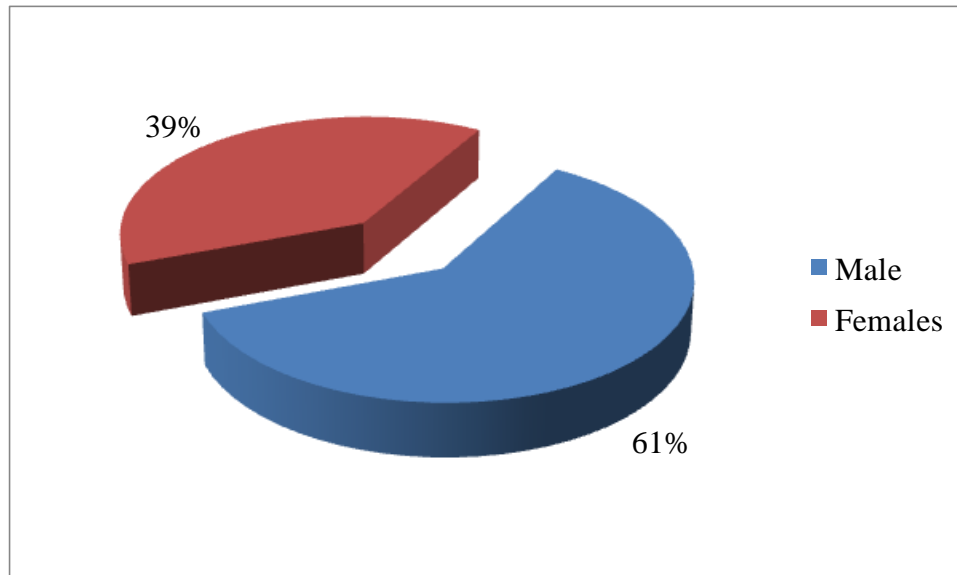


Figure 4.1: Gender of class teachers

The findings indicate that majority of class teacher respondents were males. It is important to note that gender mainstreaming as required by policies ensures a balance in the gender of teachers. Gender mainstreaming should focus on teacher education and the society as a whole by changing the norms and practices that stand at the roots of gender inequality and sustain its reproduction. This implies the process should be continuous and gender mainstreaming should be a tool to be used in ensuring that none of the institutions instruments perpetuate gender inequality (Krizan & Zentai, 2004). These findings show that gender mainstreaming has not been fully implemented in schools that then has the effect of male gender dominance and consequently has an impact on the retention of girls in secondary schools.

4.2.2 Age of respondents

The age of respondents was necessary in assessing principals' practices that influenced the retention of girls in public secondary schools in the district of study. This is in terms of maturity and comprehensions of the subject matter of the study. All the principals interviewed were above 40 years of age. The ages of girls who participated in the study are presented in Figure 4.2 below.

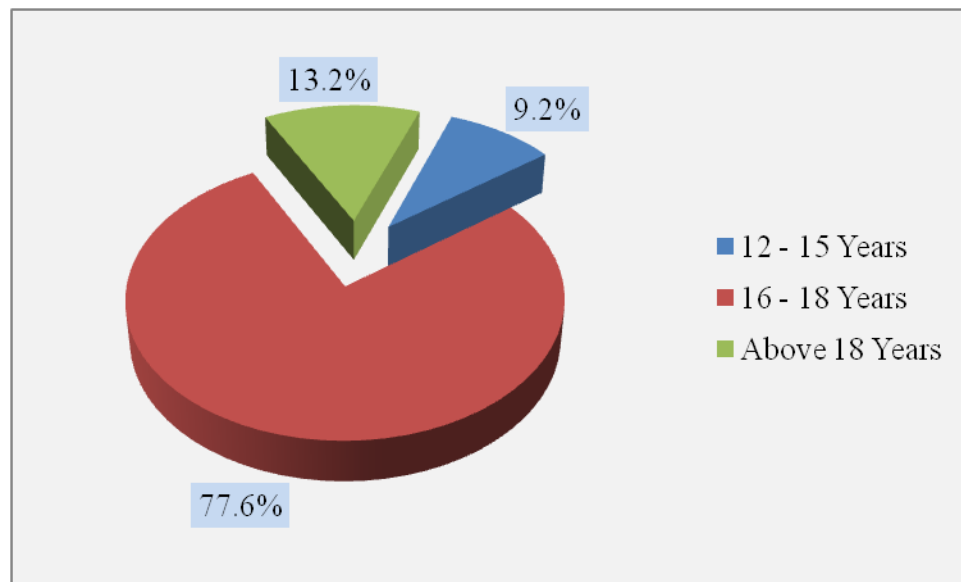


Figure 4.2: Age of girls

Figure 4.2 shows that majority of the girls were of ages 16-18 years. To understand the effect of age on the retention of girls in secondary schools, the researcher went further to look into the distribution of girls by age versus the retention in schools. This is presented in the Figure 4.3. below.

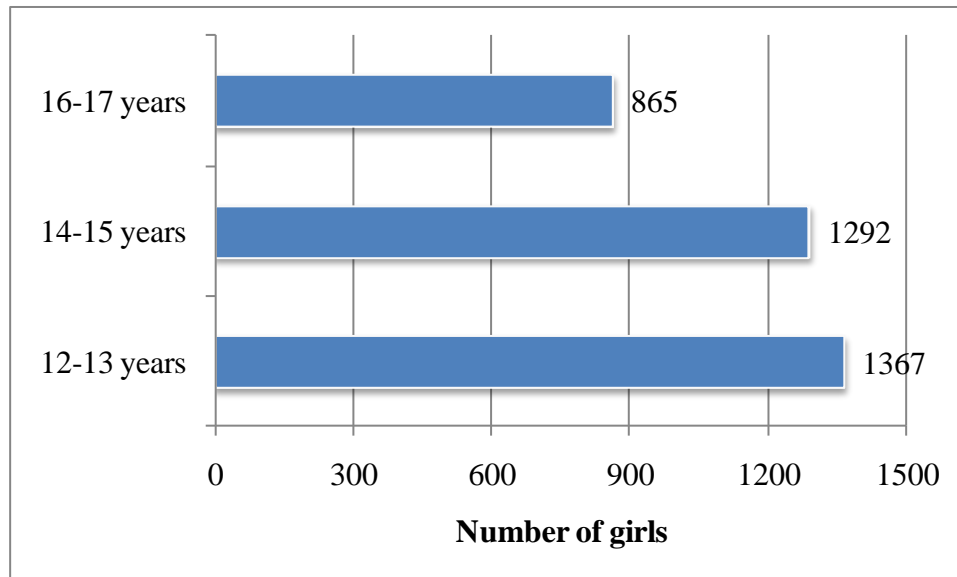


Figure 4.3: Distribution of the number of girls retained in schools against age

Based on these findings, the age range experiencing the highest dropout is between 16-17 years. The revelation of the study is that the lack of provision of needs such as financial constraints, guidance, and counseling, provision of sanitary towels and so on were responsible for the drastic dropouts. A number of studies also highlighted this link between provision of basic needs and retention of girls in schools including (Brown, 2002) and (Bruneforth, 2006).

The researcher also sought to know the age distribution of teacher respondents. This was presented in Figure 4.4 below.

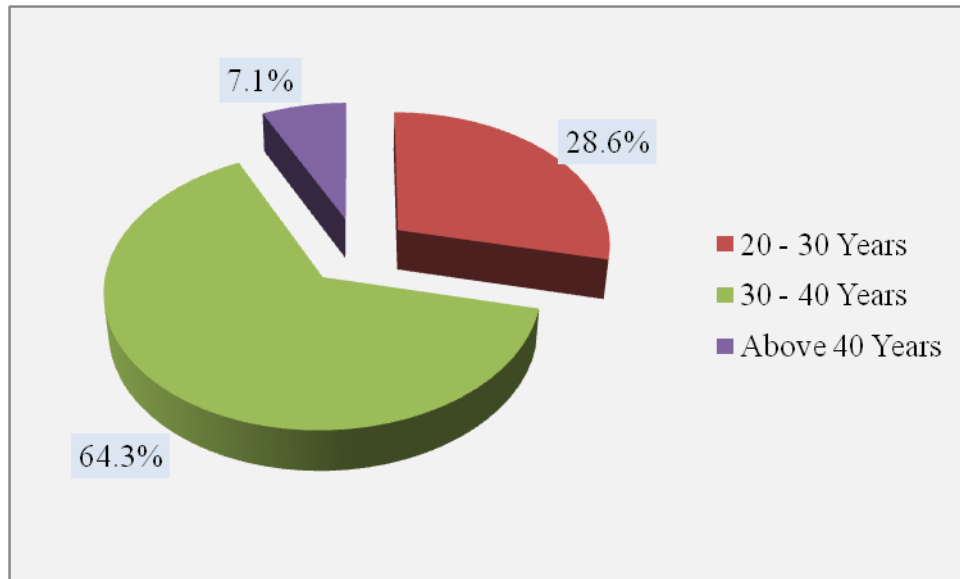


Figure 4.4: Age distribution of teachers

This showed that majority of the teachers were mature enough to know and handle the factors that influenced the retention of girls in secondary schools.

Alufoha and Ibhafidon (2015) established that age of teachers had a significant effect on the way they handled students. This includes aspects such as teaching, guidance and counseling and the way they generally handled students dependent on the motivation through remuneration and psychological conditions as they aged. Nevertheless, aged teachers having had the experience to handle many students especially girls, they had the ability to influence positively their retention in schools.

4.2.3 Years of teaching service of principals and class teachers

The researcher sought for the teaching experience of principals and class teachers. This was necessary because the years of experience in a profession bestowed individuals the opportunity to learn, enhance and perfect the skills needed for such a profession. School principals and class teachers who had taught across different schools had the advantage of experience and would effectively give more solid information on principals' practices that influenced the retention of girls in public secondary schools. More importantly, Greenberg et al. (2004) notes that teachers with less experience are less likely to understand the needs of students hence affecting their performance and school attendance. This is because of they lack the knowledge and skill only gained by experience to in handling students and especially girls over a number of years in service. The years of experience of principals and class teachers are as resented in Figure 4.5.

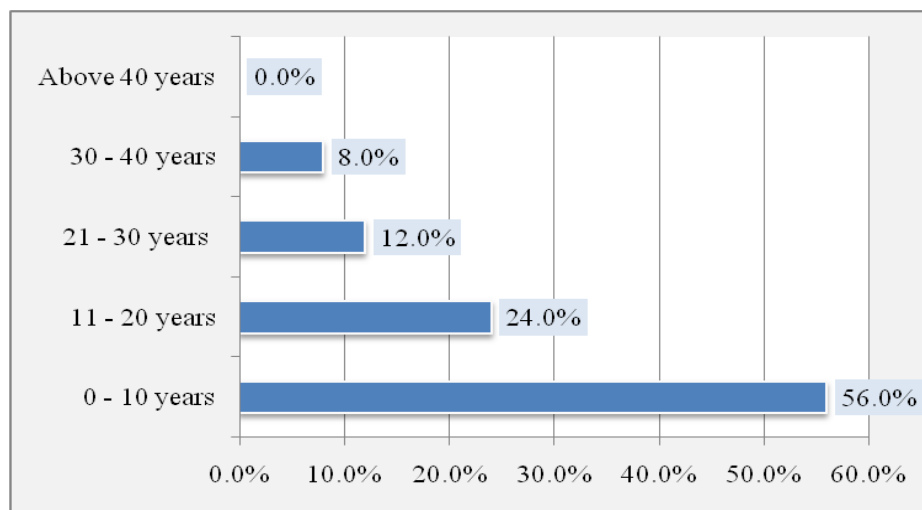


Figure 4.5: Years of service of teachers

The findings presented in Figure 4.5 above showed that majority of the teachers that is the principals and class teachers had served for less than ten years. This showed that a higher proportion of the teachers interviewed had lower experience levels therefore could easily affect the retention of girls in secondary schools.

The researcher also sought from the teacher respondents the number of years they had served in their current schools. The responses are presented in figure 4.6 below.

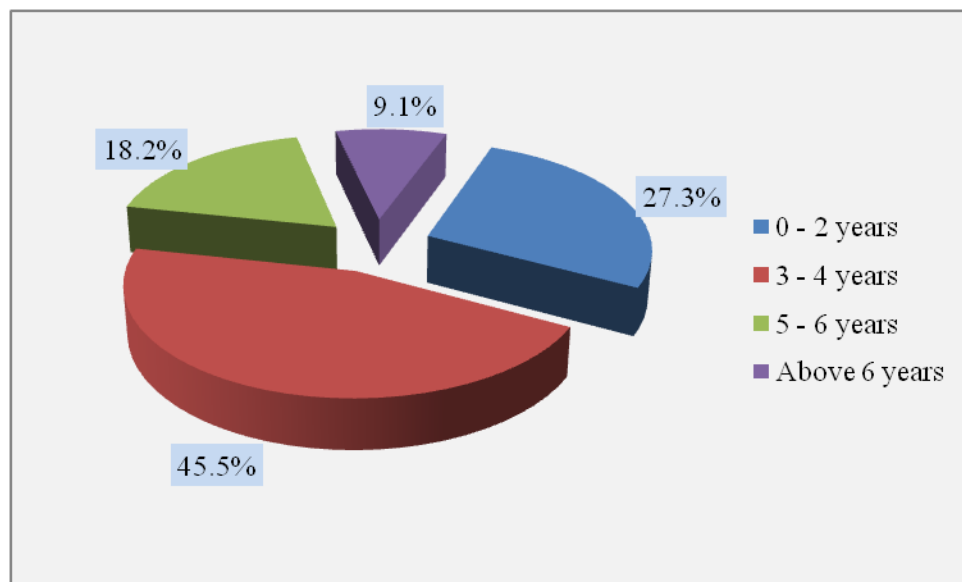


Figure 4.6: Years of service of teachers in current school

Majority of the teachers had taught for between 3-4 years in the current school. This was important because more than a year of service in a given school for a teacher was enough for him or her to know the particular issues that affected the retention of girls the given schools.

4.2.4 Years headship of principals

It is notably true that practice makes perfect. A teacher will therefore only understand what it means to be a leader once a principal. Experience in headship was necessary in assisting the principals to engage in practices that enhanced the retention of girls in public secondary schools. Waters et al., (2003) notes that effective leadership implies more than knowing, meaning it is knowing why, how and when to do what. In addition, some of the key roles played by school principals ought to include shaping the visions for academic success of students, creating a hospitable climate for learning through assurance of safety, cooperative spirit and the existence of other foundations of fruitful interaction including mentorship and the cultivation of leadership in other teachers to take part in the realization of the school vision. These are factor that when school principals fully consider will enhance retention of girls in schools.

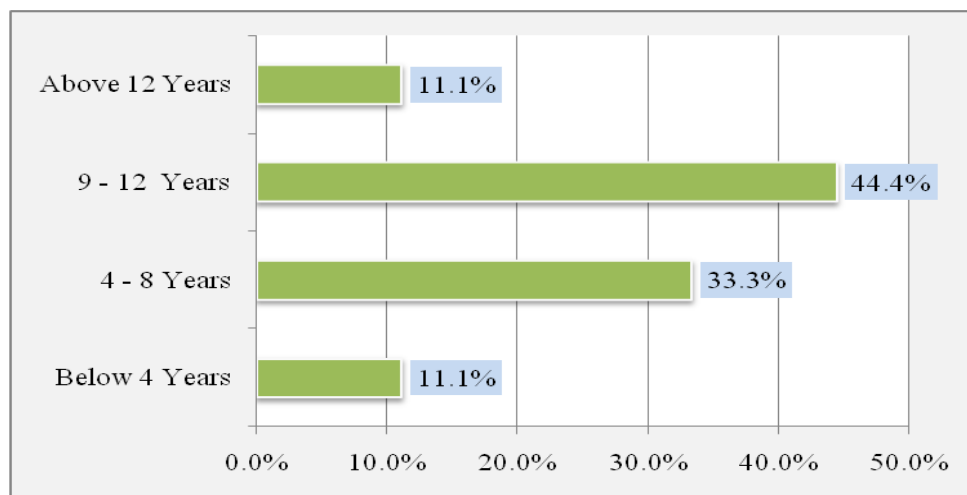


Figure 4.7: Years headship of principals

From Figure 4.7 above majority of the principals had been in leadership for between 9-12 years. This showed that most of the principals had served as school heads long enough to have interacted with the girls to deeply understand their needs such as the need for funding, sanitary towels as well as guidance and counseling to keep them in school.

4.3 Provision of sanitary towels and retention of girls in schools

In understanding the effects of provision of sanitary towels on girls' retention in secondary schools, the researcher asked principals and class teachers if sanitary towels were availed to students in their respective schools, the frequency at which this was undertaken and the source of the sanitary towels. The researcher also sought to know from students, class teachers, and principals if they felt that giving out sanitary towels influenced girls' retention in schools.

Table 4.1: Retention for schools providing sanitary towels versus schools not providing

Schools that:	Girls' population in schools per year							
	2012		2013		2014		2015	
	Start	End	Start	End	Start	End	Start	End
Provided sanitary towels	240	235	232	223	222	219	218	212
Did not provide sanitary towels	220	197	193	179	173	162	159	151
Total	460	432	425	402	398	381	377	363

From Table 4.1 above, it is evident that the retention of girls in schools providing sanitary towels was proportionately higher than that of the schools that did not provide sanitary towels. From the data in table 4.1, a worked out retention rate from the year 2012-2015 for schools that provided sanitary towels gives 97 percent while that of schools that did not provide sanitary towels was 92 percent rate of retention.

The data also shows a higher proportion of dropout for schools that did not provide sanitary towels as compared to the schools that provided sanitary towels the 2012 enrolment class as they transitioned to higher grades. This shows how necessary the provision of sanitary towels was to the retention of girls in schools. These findings are also echoed by Njoroge (2005) who reported that 66.7% of teachers in Kiambu schools held the view that the provision of sanitary towels apart from construction of toilets helped in the retention of more girls in schools. Further, Muchemi (2007) established that the lack of privacy and hygiene facilities such as sanitary towels resulted in girls' absenteeism and drop out from schools.

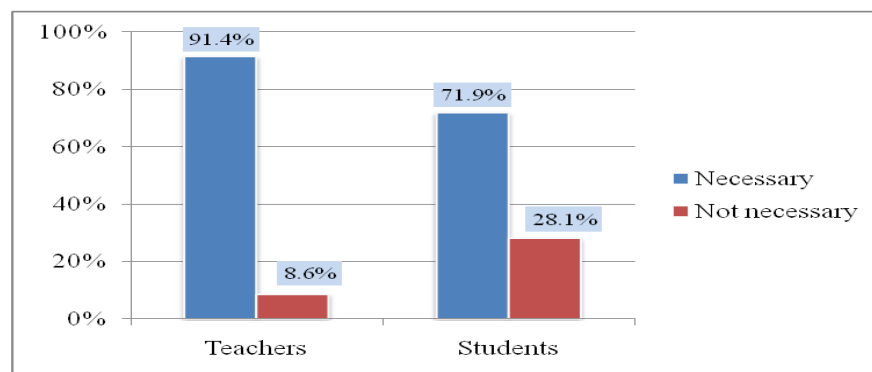


Figure 4.8: Teachers and girls response on the necessity of sanitary towels provision

From the Figure 4.8, majority of the teachers and girls students indicated that that provision of sanitary towels was necessary towards the retention of girls in secondary schools. These findings are comparable to the findings by Njoroge (2005) and Muchemi (2007) all showing the need for provision of sanitary towels to girls in schools.

The researcher sought to know from the school principals the sources of the sanitary towels provided to the students at school. The findings are presented in Figure 4.9.

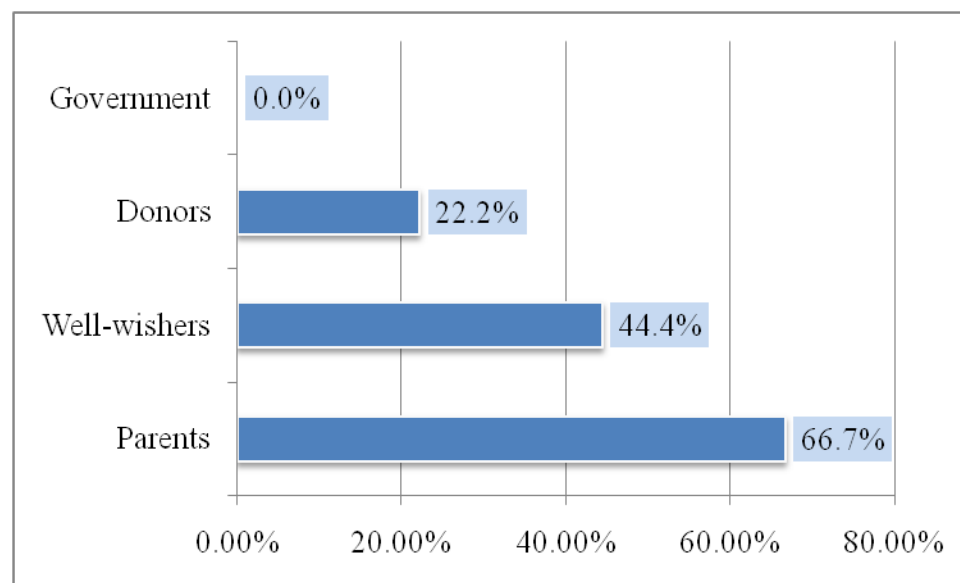


Figure 4.9: Sources of sanitary towels

Parents were the main source of sanitary towel provided to students in schools as indicate majority of the school principals. The findings also revealed that the government did not provide any sanitary towels to the students. It was necessary to note that the Education Secretary underscored the importance of sanitary towels provision to girls to keep them in schools even during their menstruation (KBC,

2013). The government has since implemented the sanitary towel provision programme in primary schools even as the secondary schools are left out in the programme. The findings of this study underscores the need for the government to extend the programme to secondary schools.

The principals and class teachers were also asked the frequency at which the sanitary towels were given to students from the identified sources. The findings are presented in Figure 4.10.

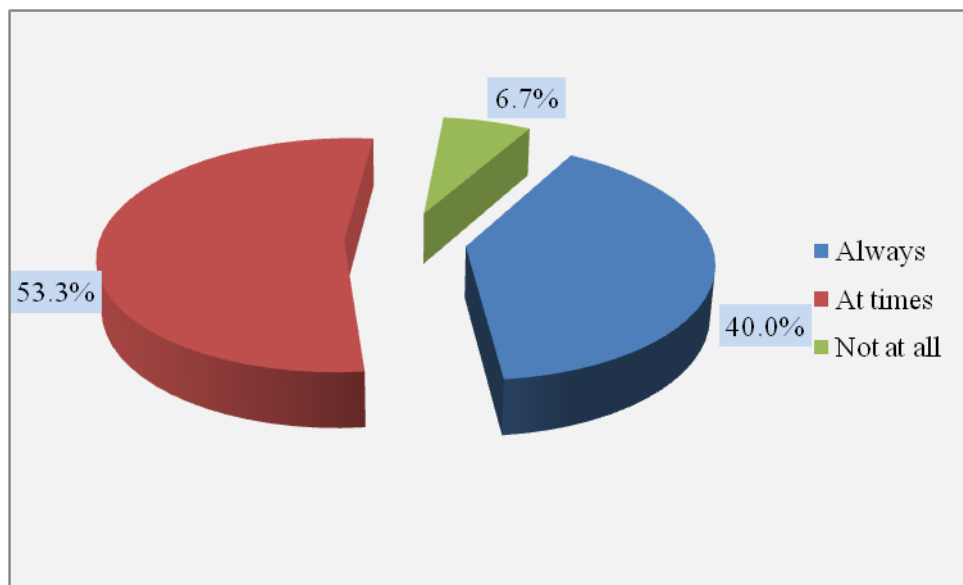


Figure 4.10: Frequency at which sanitary towels are given to students

From Figure 4.10, majority of the principals and class teachers indicated that sanitary towels were given at times. An assessment report on sexual maturation in Kenya, Ghana, Uganda, Zimbabwe by FAWE (2003) that established that the provision of menstrual materials for use by girls during menstruation was dependent on a family's socio-economic status, allowing the girls to get

absorbencies ranging from the Always pads, old clothes to nothing at all. The findings of this study revealed that provision of sanitary towels generally relied on parents and in light of the findings by FAWE, there was bound to be a deficiency in the provision of necessary materials given that the economic status of most parents was low.

4.4 Donor support and girls' retention in secondary schools

Lack of school fees generally affects the retention of students. This common feature in poverty-stricken areas as well as students came from families earning low, unsustainable incomes. Donor funding through the government on the non-governmental sectors have time and often come in to bridge such gaps so that girls complete their education. The researcher therefore sought to know from the respondents how soliciting of such donor funding influenced the retention of girls in schools.

In understanding the need and how such funds were solicited, the researcher sought to know from the principals the sources of school fees for learners in their schools. The responses are presented in Figure 4.11.

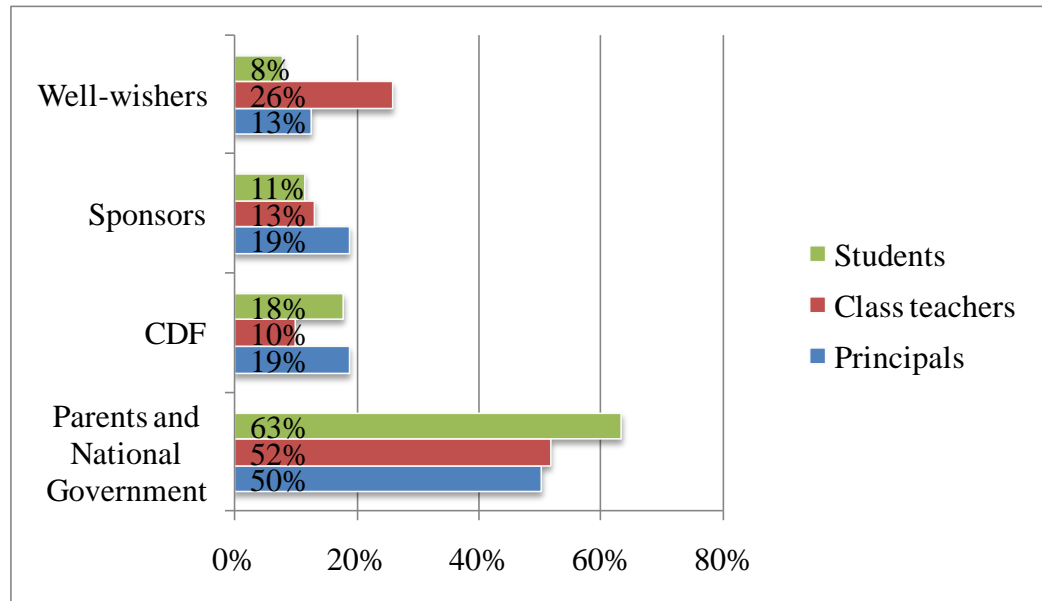


Figure 4.11: Source of school fees as indicated by teachers and students

From Figure 4.11, majority of the respondents indicated that the source of school fees for the students were parents and the national government. This is also captured by The Government of Kenya (2010) that noted the introduction of Free Day Secondary School in 2010 that caters for tuition fees funded by the government and parents were left with the responsibility of providing for boarding, uniforms and infrastructure development. The report also notes the government through CDF provided money to assist the bright and less fortunate students based on the number of applicants. This further asserts that findings of the study noting that the key sources of school fees for students was the national government, parents and CDF. The principals were also asked the sources of funding from which they would solicit to support the payment of school fees for their students.

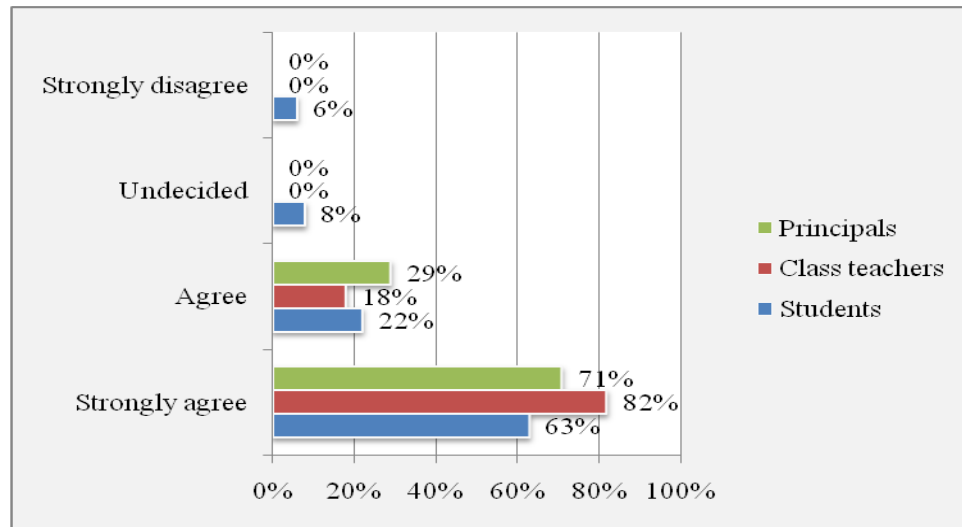


Figure 4.12: Respondents rating on support to needy girls and donation of books

Majority of the respondents strongly agreed that supporting needy girls and the donation of books had an impact on the retention of girls in schools. The Education Report, (2014) noted that the funding from institutions such as Co-operative Bank and Equity Bank by giving scholarships that cater for all needs of needy students undertaking their high school education had boosted the number of students enrolling in schools especially girls. The findings of this research is in line with the Education Report and shows how much support to the needy students and especially girls was necessary.

To evaluate donor involvement and retention of girls in schools, the researcher sought for the enrolment at beginning of each year and the population at the end of the year from 2012 to 2015 for the schools that had donor involvement and schools that did not have donor involvement. The data was presented in Table 4.2 below.

Table 4.2: Retention for schools that had donor support and schools that had no donor support

Schools that:	Girls' population in schools per year							
	2012		2013		2014		2015	
	Start	End	Start	End	Start	End	Start	End
Had donor support	210	208	209	205	206	204	203	197
Had no donor support	255	249	250	241	239	231	231	220
Total	465	457	459	446	445	435	434	417

From table 4.2 above, the retention of girls in schools having donor involvement was proportionately higher than that of the schools that did have donor involvement. The overall retention rate for schools that offered had donor involvement was 98 percent and 97 percent for the schools that did not have donor involvement. This shows that soliciting for donor involvement indeed had an impact on the retention of girls in secondary schools.

4.5 Guidance and counseling and the retention of girls in secondary schools

Guidance and counseling has been relied on in handling myriads of cases in schools ranging from peer influence to indiscipline and so on. The researcher also felt that this is one effective tool in encouraging girls to remain in school until they complete their studies. As such, the researcher sought to find out from the respondents the influence it had on the retention of girls in schools. The aspects of guidance and counseling handled by the researched included listening to girls experience, giving girls the opportunity to share and the establishments of good communication

channels. Students and teachers were asked how certain aspects guidance and counseling affected the retention of girls in schools.

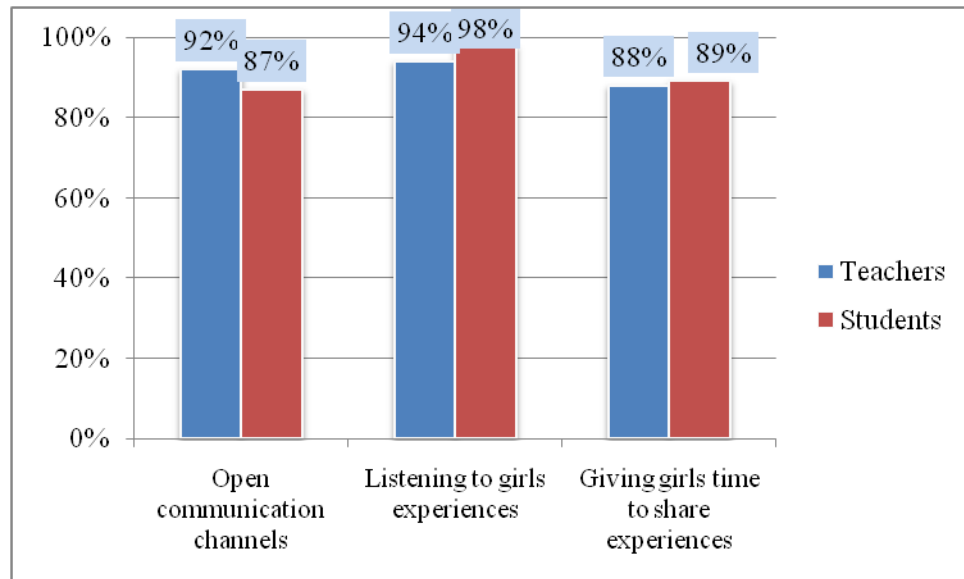


Figure 4.13: Teachers and girls rating on guidance and counseling aspects influencing retention

From the Figure 4.13 the respondents strongly rated listening to girls experience, giving girls the opportunity to share and the establishments of good communication channels to have an influence on the retention of girls in schools.

To ascertain the impact of guidance and counseling on the retention of girls in school, the researcher sought for the enrolment at beginning of each year and the population at the end of the year from 2012 to 2015 for the schools that had effectively implemented guidance and counseling and schools that had not implemented the same. The results are presented in Table 4.3 below.

Table 4.3: Retention for schools that had guidance and counseling sessions and schools that did not have guidance and counseling

Schools that:	Girls' population in schools per year							
	2012		2013		2014		2015	
	Start	End	Start	End	Start	End	Start	End
Offered guidance and counseling	125	123	125	122	121	123	125	121
Offered no guidance and counseling	395	384	382	374	375	369	369	355
Total	520	507	507	496	496	492	494	476

From Table 4.3 above the retention of girls in schools that had guidance and counseling was higher than that of schools that did not have guidance and counseling. The overall retention rate for schools that offered guidance and counseling to students was 99 percent while schools that did not offer guidance and counseling had a retention rate of and 97 percent. This clearly shows the significant impact guidance and counseling had on the retention of girls in secondary schools. The findings of this study on the importance of guidance and counseling was echoed by Mau et al (1998) who noted that high school guidance and counseling influenced the students perception about their future hence leading to their retention in schools in anticipation of greater benefits when they complete education.

4.6 Safe and secure environments and the retention of girls in school

The researcher identified safe and secure environments as one practice that kept girls in schools. This is majorly by way of securing schools as well as assuring girl

students of their security in schools. The researcher asked school principals if they had put in place security measures such as fencing of schools and the having security officers on guard. The findings are presented in as follows.

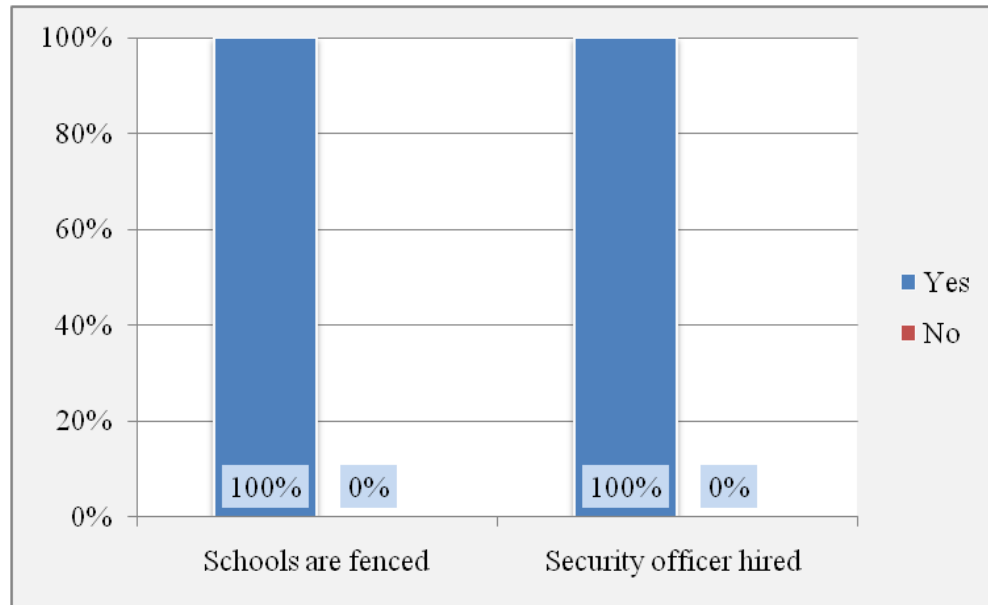


Figure 4.14: Security measures put in place by principals

All the school principals indicated that they had their schools fenced and had security officers on guard as a way of enhancing security in schools. The principals were then asked the adequacy of security measures they had in place. As presented in Figure 4.15 below, majority of the respondents indicated fairly adequate and only a few indicated very adequate measures. Terry and Thapa, (2013) noted that despite the safety and security measures in place, girls still remained vulnerable and unsafe especially for countries where terrorism was still a threat like in Nigeria and most

of other African States. This shows the need for a constant need to ensure adequate and consistent security measures are put in place.

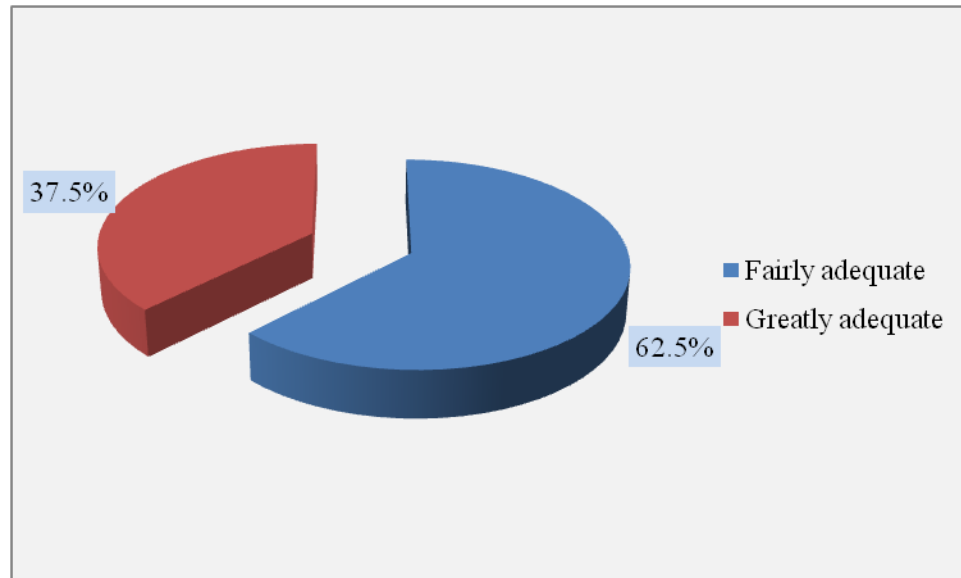


Figure 4.15: Adequacy of security measures put in place

The students were also asked to identify the security measures that their schools had put in place. The responses are presented in Figure 4.16 below.

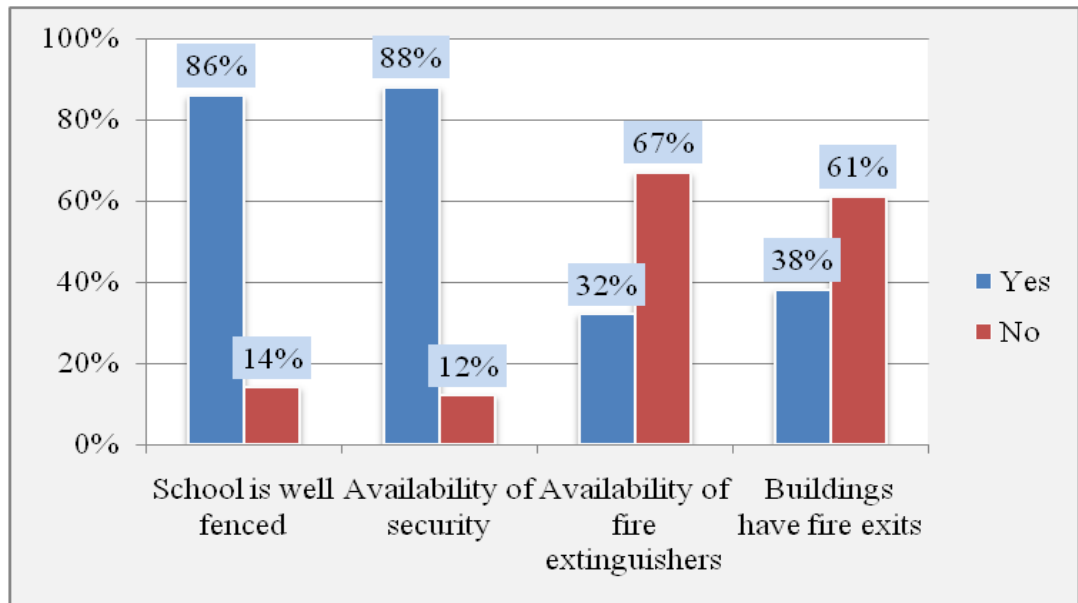


Figure 4.16: Security measures put in place in schools from students perspective

Majority of the students were certain that their schools had fences and were secure. However, most of the students indicated that fire extinguishers and fire exits were lacking in their schools as part of security measures.

Having determined that the school principals had put in place adequate measures on security in their schools, the researcher sought the opinion of all respondents if a safe and secure school environment had an impact on the retention of girls in schools.

In order to determine if a safe and secure environment had an impact on the retention of girls in secondary schools, the researcher looked into the enrolment at beginning of each year and the population at the end of the year from 2012 to 2015

for the schools that had adequate secure measures against schools that did have adequate security measures in place. The results are presented in table 4.4 below.

Table 4.4: Retention for schools that had guidance and counseling sessions and schools that did not have guidance and counseling

Schools that:	Girls' population in schools per year							
	2012		2013		2014		2015	
	Start	End	Start	End	Start	End	Start	End
Had adequate security measures	240	237	237	232	231	231	230	226
Had inadequate security measures	395	389	388	382	380	372	372	368
Total	460	432	425	402	398	381	377	363

Table 4.4 above shows that the retention of girls in schools that had adequate security measures was slightly higher compared to the schools that did not have adequate security measures in place. The retention rate for schools that had adequate security measures was 99 percent while for the schools that did not have adequate security measures had a retention rate of 97 percent. This clearly shows the significant impact guidance and counseling had on the retention of girls in secondary schools.

4.7 Respondents opinion on how girls can be retained in schools

Having understood the aspects that influenced the retention of girls in schools, the researcher sought the understanding of suggestion from class teachers and students

on the reasons for girls failing to complete secondary education. The respondents gave the following reasons.

Table 4. 5: Cause of drop out of girls from secondary schools

Item	Frequency	Percentage
Early pregnancies	41	31.5%
Peer influence	28	21.5%
Early marriages	15	11.5%
Lack of school fees	15	11.5%
Lack of parental care	11	8.6%
Inadequate guidance and counseling	10	7.7%
Poverty/lack of basic needs	10	7.7%

The respondents indicated early pregnancies and peer influence as the rampant causes of girls drop out from secondary schools. Russell and Sun (2008) in their study of why students dropped out of schools established that one main reason was financial constraints.

Further Jordan et al (1994) explained the pressures on students including financial worries, out-of-school employment, family needs, or even family changes, such as marriage or childbirth, pull students away from school. They can even include illnesses, as these cause students to put a greater value on something outside of school, and therefore they do not complete school. The findings of this study also highlight these issues as the reasons for school dropouts.

Some of the solutions offered to remedy these reasons by the school head teachers included making the school environment friendly to learners, understanding students at a personal or at an individual level, offering effective guidance and counseling to students as well as taking girls to boarding schools if possible.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is organized into introduction, summary of the study, summary of the findings, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the study

This research on principals' practices influencing the retention of girls in public secondary schools was carried out in Suba Sub-county, Homa Bay County, Kenya. The study was guided by four research questions that sought to find out how the provision of sanitary towels influenced the retention of girls in public secondary schools; ways in which the guidance and counseling facilities influenced the retention of girls in public secondary schools; ways in which soliciting for donor involvement by the principals influence the retention of girls in public secondary schools and how the level of security influenced the retention of girls in public secondary schools. This chapter presents a summary of the study, conclusions, and recommendations derived from findings of the study.

5.3 Summary of the findings

From the background information, there was equal gender balance for class teachers. All students interviewed were of the female gender with a majority established to be in the mid forms of secondary school education. The findings also

showed majority of the teachers and principals were still in a youthful and active age of between 30-40 years.

The findings also showed that a majority of the respondents: class teachers and principals had served for less than ten years in the teaching profession. On the other hand, a majority had served in the current schools for a period between 3-4 years. Majority of the principals had also headed schools for 9-12 years. This showed the vast experience they had on the practices that led to the retention of girls in secondary schools.

The findings also indicated further that majority of the schools generally had a downhill trend on the number of students up the classes. This was expected because the general trend for most schools has been a reduced retention as girls' as they transited to the upper forms.

The findings showed that sanitary towels were provided to students in most schools. Parents were the main source of the sanitary towels, followed by well-wishers and donors with no provisions from the government. The findings also revealed that the sanitary towels were only given at times. Having known that there was the provision of sanitary towels, the study established that availing of sanitary towels to students had an impact on their retention in schools.

The aspects of guidance and counseling sought for by the study included listening to girls' experiences, giving girls the opportunity to share and the establishment of good communication channels. The findings showed that students overwhelmingly

agreed that guidance and counseling was essential in keeping girls through the secondary school education system.

Class teachers and school principals who were in strong agreement that open communication channels, listening to girls' experiences as well as giving girls the time to share experiences as part of guidance and counseling also echoed these findings. This therefore called for an active implementation of guidance and counseling in schools to enhance the retention of girls in schools.

The findings of this study also revealed that majority of students had their school fees paid by their parents. Other least common sources included Constituency Development Fund bursaries, sponsors, and well-wishers. In facilitating funding for payment of school fees of the needy students, the study also established that school principals sought funds from the government and parents as well as donors. These findings generally showed that more than half of the students had financial challenges in paying their school fees and this would have a bearing on their retention in school.

The study findings also revealed that majority of the respondents were in strong agreement that support to needy girls together with offering donations of books had an impact on the retention of girls in schools. The researcher also determined that it would be necessary if principals assisted the needy students in facilitating their access to donations and government funding through bursaries to encourage their stay and completion of secondary education.

The findings revealed that all the schools involved in study had been fenced and that security guards were in place as security measures. These measures were deemed adequate in ensuring the security of girls in schools. The findings also revealed that fire extinguishers and fire exits were security measures lacking in most of the schools. The findings also affirmed that installing adequate security measures in schools had some bearing on keeping girls in through the secondary school education system.

The study also established that some of the reasons why girls kept away from school included early pregnancies, peer influence, early marriages, lack of school fees, inadequate parental care, inadequate guidance and counseling as well as poverty and inadequate basic needs.

The solutions offered to remedy these causes from the respondents included making the school environment friendly to learners, understanding students at a personal or at an individual level, offering effective guidance and counseling to students as well as taking girls to boarding schools if possible.

5.4 Conclusion

Based on the findings of the study as analyzed above, the researcher came up with the following conclusions on principals' practices influencing the retention of girls in public secondary schools was carried out in Suba Sub-county, Homa Bay County.

- i. The provision of sanitary towels to girls in secondary schools had an impact on retention of girls in public secondary schools.
- ii. Having in place guidance and counseling facilities had an impact on girls retention in schools.
- iii. School principals ought to assist needy students in soliciting for donor involvement to aid the retention of girls in public secondary.
- iv. Adequate security measures need to be put in place to ensure that girls go through and complete their secondary school education system.

5.5 Recommendations

In the view of the findings and conclusions, the researcher presents the following recommendation:

- i. Governmental and non-governmental organizations needed to provide sanitary towels to help girls remain in school throughout their education.
- ii. Schools needed to develop guidance and counseling programs and sessions with students to help in finding out their needs and aim at providing solutions.
- iii. Needy students especially from poverty-stricken backgrounds needed to be assisted to ensure they completed education.

- iv. Adequate security measures such as fencing, having security guards provision of fire extinguishers and fire exists needed to be implemented in all schools.
- v. Proper parental guidance needed to be initiated to aid girls' retention in schools. guidance needed essential in enhancing the retention of girls in schools

5.6 Suggestions for further research

- i) Exploring ways of enhancing successful secondary school education completion in girls.
- ii) The effects of parental up-bringing on girl-child education.
- iii) Exploring the challenges faced by girls in accessing secondary school education.
- iv) Environmental aspects that affect the retention of girls in secondary schools.

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APPENDICES

Appendix I: Introduction Letter

Harizon Oyugi
University of Nairobi
P.O. Box 92
Kikuyu

19th November 2016

To
The Principal,

REF: RESEARCH PROJECT ON PRINCIPALS' PRACTICES

INFLUENCING RETENTION OF GIRLS IN PUBLIC SECONDARY SCHOOLS

I am a post graduate student of university of Nairobi. I am conducting a study on *“Principals’ practices influencing retention of girls in public secondary schools in Suba Sub-County, Homa Bay County, Kenya.”* The purpose of this letter is to request permission to administer the questionnaires to your class teachers and some of the female students from form one to form four.

The identity of the respondent will be highly confidential.

Thank you for your cooperation.

Yours faithfully,

Harizon Oyugi

Appendix II: Questionnaire for Class Teachers

1. Please indicate your gender
 Male [] Female []
2. Respondent age bracket
 20-25 years []
 26 – 30 years []
 30-40 years []
 40 years and above []
3. How long have you served as a teacher _____
4. For how long have been to this school _____
5. Do you agree that provision of the given service influence girls retention (Tick the level of agreement)

Services	Level of agreement				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Listening to girls problems					
Giving girls to share experiences					
Supporting needy girls					
Creating good communication channel					
Ensuring safe and secure schools					
Provision of sanitary towels					
Donation of books					

6. Are there arrangement organized by school principals on the mode of school fee payment

Yes []

No []

7. What are the sources of students fees

Donors []

Sponsors []

Well-wishers []

Parents NG-CDF []

Others specify _____

8. Do girls provided with sanitary towels by the school

Yes []

No []

9. If yes, what the level of frequency

Always []

A times []

Not at all []

10. In your opinion how can girls be retained in schools

11. How can girls be retained in schools (Give your opinion) to completion

12. The number of girls drop out of school as they move towards graduation. What is your opinion

Thank You

Appendix III: Questionnaire for Students

1. Name of the school. _____

2. Please indicate your gender in brackets (use a tick)

Male () Female ()

3. Please indicate your age bracket

12-15 years () 16-18 years ()

18 years and above ()

4. Where is your source of school fees (Tick where applicable)

Source	Tick
Parents	
Guardian	
Well-wishers	
Sponsors	
Others (specify)	

5. What is the level of agreement on provision of the given services by the school principals

Services	Level of agreement				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Listening to girls problems					
Giving girls to share experiences					
Supporting needy girls					

Creating good communication channel					
Ensuring safe and secure schools					
Provision of sanitary towels					
Donation of books					

6. Give your view on the following

	Yes	No
The school is well fenced		
Availability of security		
Fire extinguishers available		
The buildings have fire exits		

7. What is the level of adequacy of the above (No. 6)

Adequate [] Not adequate [] Very adequate []

8. How many times do you receive the sanitary towels?

At times [] When I need []

Once a month [] Others (specify) _____

9. In your opinion why do most girls fail to complete secondary course?

Thank You

Appendix IV: Interview Schedule for Principals

1. Please indicate your school _____
2. What is the school type _____
3. Please indicate your age bracket
20-25 years
26 – 30 years
30-40 years
40 years and above
4. What is your designation _____
5. How long have you served as a teacher _____
6. How long have you served as a principal _____
7. How long have you stayed in school _____
8. What is the population of girls in
F1 F2 F3 F4
Total _____
9. What are the sources of school fees for the learners in your school
Parents Donors Well-wishers Sponsors
Others specify _____
10. Is the school fenced
Yes No
11. a) Do you have security officers
Yes No
b) If yes, what is the level of adequacy?
Adequate Fairly adequate Greatly adequate
12. a) Do girls receive sanitary towels in school
Yes No
b) If yes, how frequent?
At times Always Once a month

13. What is the source of sanitary towels

Parents [] Donors [] Well-wishers [] Government []

14. What are your sources of funds?

Government []

Parents []

Donor []

15. In your opinion why do many girls fail to complete the course

16. Suggest the best way through which school principals may help retain girls to completion of secondary school course

Thank You.

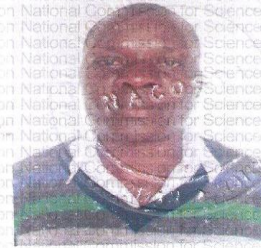
Appendix V: Research Permit

THIS IS TO CERTIFY THAT:
MR. HARIZON MOI OYUGI
of UNIVERSITY OF NAIROBI, 30197-902
KIKUYU, has been permitted to conduct
research in Homabay County

Permit No : NACOSTI/P/16/30154/14604
Date Of Issue : 7th November,2016
Fee Received :Ksh 1000

on the topic: PRINCIPALS PRACTICES
INFLUENCING GIRLS RETENTION IN
PUBLIC SECONDARY SCHOOLS IN SUBA
SUB COUNTY HOMA BAY COUNTY KENYA

for the period ending:
7th November,2017




.....
Applicant's
Signature


.....
Director General
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 Officer 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. A1701

CONDITIONS: see back page

Appendix VI: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No. **NACOSTI/P/16/30154/14604**

Date:
7th November, 2016

Harizon Moi Oyugi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Principals practices influencing girls retention in public secondary schools in Suba Sub County Homa Bay County Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **7th November, 2017**.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

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

Appendix VII: Ministry of Education Science & Technology

**MINISTRY OF EDUCATION SCIENCE &
TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**



Telegrams: "SCHOOLING", Homa Bay
Telephone: +254726961531
When replying please quote

**COUNTY DIRECTOR OF EDUCATION OFFICE
HOMA BAY COUNTY
P.O. BOX 710
HOMA BAY.**

DATE: 16th NOVEMBER, 2016.

REF: MOEST/CDE/HBC/ADM/11/VOL.1/167

**Harizon Moi Oyugi
University of Nairobi
College of Education and External Studies
P.O. Box 92 - 00902**

RE: RESEARCH AUTHORIZATION.

In response to the letter from the National Commission for Science, Technology and Innovation dated 23rd November, 2016 giving you authority to carry out the research on "*Principals practices influencing girls retention in public secondary schools in Suba Sub County Homa Bay County*" I hereby give you permission to carry out the research in **Homa Bay County** for the period ending 7th **November, 2017.**

Please submit a copy of your findings both in soft and hard copies to us.

A handwritten signature in blue ink, appearing to read 'Calleb Omondi'.

**CALLEB OMONDI
For: COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY.**