

**AN INVESTIGATION OF MANAGERIAL PRACTICES USED BY PRINCIPALS TO
REDUCE SEXUAL HARASSMENT IN PUBLIC MIXED DAY SECONDARY
SCHOOLS IN MAKUENI DISTRICT MAKUENI COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

The study investigated the managerial practices used by principals to reduce sexual harassment in public mixed day secondary schools in Makueni district, Makueni County. The objectives of the study were: To find out the intervention strategies put in place by the school principals to prevent or reduce sexual harassment in public mixed day secondary schools, to find out the effectiveness of the mechanisms devised by the school principals in the implementation of sexual harassment policies and to find out the effectiveness of the leadership styles used by the principals in reducing sexual harassment within and outside the school. The purpose of the study was to: unfold the truth about the status and level of sexual harassment in Makueni District, uncover factors responsible for increased cases of sexual harassment in public mixed day secondary schools in the district and investigate the role played by the school administration especially the principal on the increased cases. The study used descriptive research design that employed questionnaires for teachers and students, focused group discussion for students and interview schedule for principals. Data analysis was done both quantitatively and qualitatively. Statistical package for social sciences (SPSS) was used accepted at 0.5 critical level of statistical significance. Reliability of the research instruments was determined by using test-retest method. The target population was 27 public mixed day secondary schools, 27 principals, 368 teachers and 6000 students. Stratified sampling was used and a sample of 9 principals, 100 teachers and 600 students was randomly sampled from each sub-population. The study makes reference to data collected from 600 students of which 46% are of single parents, 21% are from divorced parents, 7% from separated parents, 5% are orphaned and 22% from stable families. 48% of the respondents were boys while 52% were girls and 85% aged between 14 years and 17 years. According to the data on family status 78% come from either unstable family, orphaned or single parent. Strategies to reduce sexual harassment are put in place but not enforced, sexual harassment policies are in records and school administrations talk about them but implementation is not effective as the study shows that sexual harassment is common among the students, the administrators and teachers. Punitive measures are taken to the involved persons but this has not stopped male teachers and students from harassing the girl students. At the same time nothing happens to some reported cases and the harassers continue the same vice. The main perpetrators of sexual harassment in public mixed secondary schools are students, followed by teachers then the principal and the deputy principal. Although sexual harassment takes place at school, most of the students are sexually harassed as they go home from school. Based on the findings of the study the following recommendations were made: TSC to create a department in public mixed day secondary schools in charge and answerable to all cases of sexual harassment and make use of chapter six of the Kenyan constitution in the appointment of teachers to administrative posts, Ministry of education science and technology to include in the curriculum a topic on sexual harassment, reporting procedures, its effects and punitive measures to be taken in form one and form two syllabus. Parents to take the responsibility to educate children on life skills at an age of about ten years or as need be to avoid fear of reporting cases. Policy makers are advised to involve students and teachers in policy making so that all stakeholders can own and practice them for effective implementation. The research findings on the contribution of the school administration to sexual harassment in public mixed day secondary schools in Makueni district may have significant implications for the school administration, parents, policy makers, Teachers Service Commission (TSC) and the ministry of education (MOE).