

AN INVESTIGATION ON STUDENTS' PERCEPTION ON HEAD TEACHERS' ROLE IN
IMPLEMENTATION OF GIRL-CHILD RE-ADMISSION POLICY IN KIAMBU COUNTY

JEPKEMBOI MONICAH

E35110/02873

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION
(ARTS) MOUNT KENYA UNIVERSITY

AUGUST, 2013

ABSTRACT

The purpose of the study was to investigate students' perception on the head teacher's role in implementation of girl-child re-admission policy in Kiambu County. In 1990, at the world conference in education for all held in Jomtien, Thailand, girls education was identified as a critical priority. Despite the various efforts put in place to promote education, the number of girls keeps on dropping. They tend to lag behind, boys creating a notable difference in reference to access and completion of secondary school education cycle. Total enrolment in Thika West district in 2009 for boys was 39.35% while for girls was 29.01%, in 2011 it was 47.53% for boys and 33% for girls. The purpose of this study was to establish the role of principals in implementation of girl-child re-admission policy in Kiambu County, Kenya. This is because the principals are accounting officers and implementers of government policies at school level. Objectives of the research were: to determine the students perception on the administrative role of the principal in implementation of girl-child re-admission policy, to determine the students perception on the support role of the head teachers in implementation of girl-child re-admission policy, to determine the students perception on the guidance and counseling teachers on implementation of girl-child re-admission policy. The study population was 5 secondary school principals, 10 guidance and counseling teachers and 60 girls (30 form 2 students and 30 form three students). The study employed descriptive survey design. Simple random sampling technique was used to sample the 60 girls. Through self-administered questionnaires, the study seek views and opinions on the role of the principals in the implementation of girl-child re-admission policy. Five schools were identified and used in pilot study to act as pre-test to the instrument of data collection to ensure reliability. The study aims to establish motivational factors used by principals in encouraging re-entry of girls in order to enhance re-admission

policy for girls. Other opportunities to be used by principals to promote re-admission of girls-child in secondary education will include: acquisition of bursaries, direct involvement of parents, involvement of guidance and counseling teachers and provision of learning facilities and resources. The principals were faced with numerous challenges in their endeavors to implement re-admission policy for girls. These may include; school levies, domestic chores and cultural barriers. This study recommends that parents, teachers, government and other stakeholders join forces and be responsible for the implementation of girl-child re-admission policy.