

**INFLUENCE OF INSTITUTIONAL MANAGEMENT PRACTICES ON GIRLS'
PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN GANZE SUB-COUNTY,
KILIFI COUNTY, KENYA**

PETER MUSILA KIMEU




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DECLARATION AND APPROVAL

Declaration by the student

This research project is my original work and is yet to be presented for a degree anywhere else or even for any other award in university.

Signed 

Date.....25/10/2024.....

Peter Musila Kimeu

MED/2020/69844

Declaration by the supervisor

This research project has been carried out by the student under my supervision.

Signed 

Date....25/10/2024.....

Dr Mary Mugwe

School of Education

Mount Kenya University

DEDICATION

The study is hereby warmly dedicated to my family; that is wife Faith Mena, parents and children for the unwavering support during my studies.



ACKNOWLEDGEMENT

I take this opportunity to appreciate as well as acknowledge my supervisor Dr Mary Mugwe for her unwavering support, motivation to complete my studies and assistance accorded to when developing my project. To all members of the panelist, I wore your gratitude for making my defenses objective and delightful moment. To all friends of Mount Kenya University as well as colleagues thank you for your time together as we walked this journey together. Finally, to all participants who willingly and objectively participated in research in order to make development of the project be a reality. May almighty God bless you.



ABSTRACT

Education is a fundamental human right in personal and national development. It equips individuals with knowledge, skills and a positive mindset, fostering economic productivity, good governance and emotional and moral growth. The study aimed at investigating the influence of institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya. It explored four critical dimensions: the availability of support services, school readmission frameworks, parental involvement and access to guidance and counselling services. By examining into these factors, the research sought to provide insights into the intricacies surrounding girl-child participation in secondary education and to contribute to the development of more informed policies and practical interventions. The research opted for use of mixed methodology while design adopted was an ex-post facto approach to explore the relationships between various independent variables and girls' participation in secondary education. It focused on public secondary schools within Ganze Sub-County, Kilifi County and the study target population included 18 principals, 18 guidance and counselling teachers, 100 class teachers, 1500 parents and 2000 girls. However, by use of Slovin's formula, a sample of 2 principals, 2 guidance and counselling teachers, 44 teachers, 191 girls and 127 form four parents hence a total of 366 participants obtained. Purposive and systematic random sampling procedures ensured comprehensive representation of research target population. A well-designed set of research instruments that is; questionnaires for teachers and girls, focus group guide for parents and interview schedules for principals as well guidance and counselling teachers. Both qualitative and quantitative methods were employed in data collection and analysis. Results of the study aimed at creating opportunities for school administrators and teachers to tailor strategies and practices to support female students better, thus enhancing the overall educational experience. Additionally, it offers the chance for parents to learn how to support their daughters' education actively and it allows NGOs dedicated to gender equality to align their efforts more effectively. Identifying areas for improvement in institutional management practices as the primary goal of the study. By doing so, it strives to catalyze targeted interventions to increase girl-child participation in secondary education, fostering a more equitable and inclusive educational landscape in Kenya. Despite potential limitations such as respondent bias, resource constraints, and constraints in generalizability beyond Ganze Sub-County, the study held the potential to shed light on the crucial factors influencing girls' participation. It contributed to the overarching objective of achieving gender equality in Kenyan secondary education, setting the stage for a brighter future for female students. However, findings indicated that support services such as financial assistance and provision of sanitary towels crucial for girls' participation in secondary schools. In addition, despite of readmission policy on teenage mothers' readmissions are still low but parental involvement during readmission of teenage mothers back to school is a critical issue of concern. Also, it was established that teachers handling guidance and counselling lack professional training in the field therefore recommendations made for Teachers Service Commission to train teachers on guidance and counselling.

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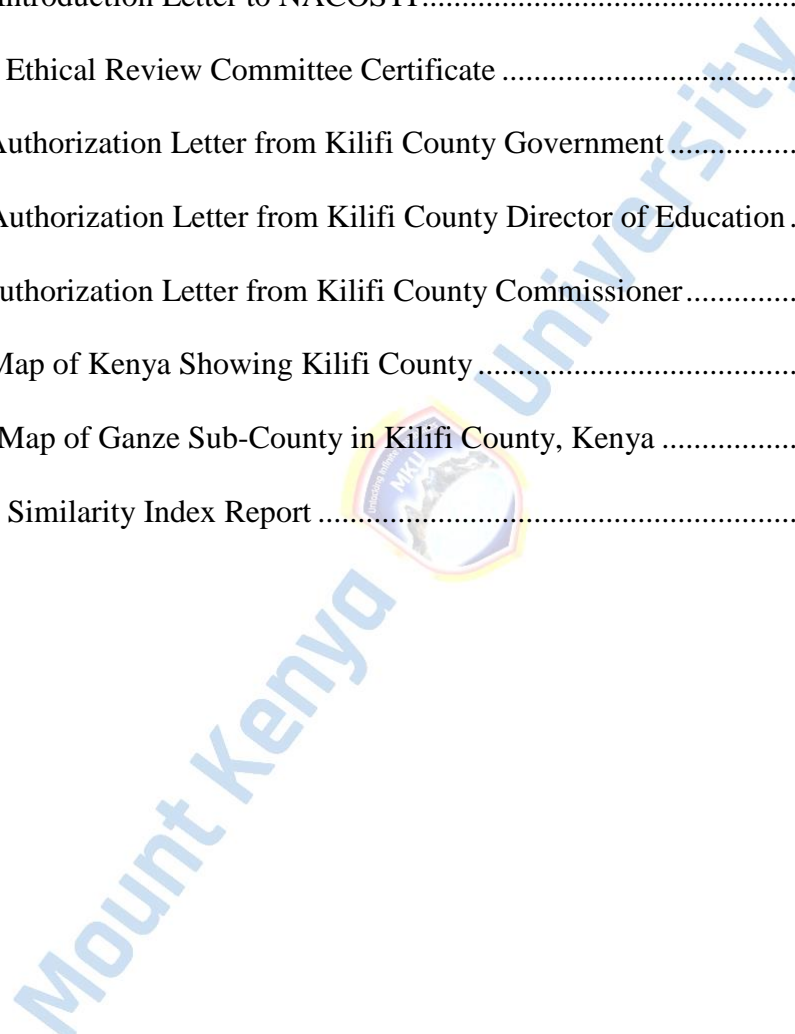
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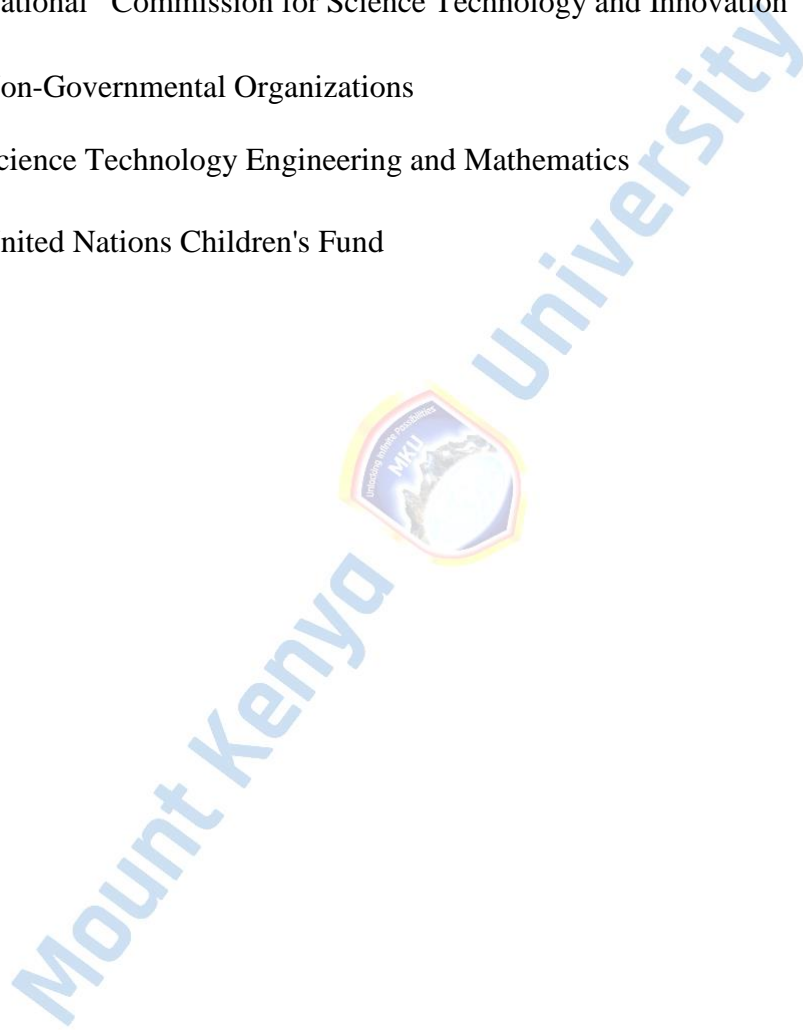
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LIST OF ABBREVIATIONS AND ACRONYMS

ECEC	Early childhood education and care curriculum
FSE	Free Secondary Education
FDSE	Free Day Secondary Education
GPI	Gender Parity Index
NACOSTI	National Commission for Science Technology and Innovation
NGO'S	Non-Governmental Organizations
STEM	Science Technology Engineering and Mathematics
UNICEF	United Nations Children's Fund



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section provides an overview of background of the study, Statement of the problem, the study's purpose, objectives, research questions, justification of the study, significance of the study, limitations, delimitations, assumptions, and operational definitions of terms used.

1.1 Background of the study

Ensuring equal educational opportunities for boys and girls calls for sound institutional management practices therefore has been a major focus in Kenya. This is because girls' education is known to be crucial for their general growth. According to the most recent data, more than 3.7 million students were enrolled in Kenyan public and private high schools in the year 2022, up 5% from the previous one (Cowling, 2022). Therefore, education is an essential human right and a major force behind both individual as well as societal growth. It equips people with useful skills, knowledge, and a positive outlook, empowering them to support moral and emotional development, promote good governance, and add to economic output. Hence, pursuing education is often regarded as a pathway to personal growth, economic prosperity and social mobility (Arkorful, Basiru, Anokye, Latif, Agyei, Hammond and Abdul-Rahaman, 2019). However, effective academic programs can only be actualized in an environment which is conducive in terms of institutional management practices that allow for a holistic and well-rounded approach as regards ensuring that the learners not only gain from the academic spheres but also obtain life skills and social development (United Nations Educational Scientific and Cultural Organizations, 2021)

Globally, average literacy rate for females was 82% where from 47% in 2009 China has risen to 67% in 2016 and India ranked at 65% only in 2018 from 47% in 2016 (Cook, 2020).

Although such statistics have been recorded two years apart the time gap is small enough thus establishing comparability. Contracting this, the global average literacy rate stands at 89%. Also, India is far much below other neighboring countries like China where female literacy has been reported at 94.4% compared to 67% in India where the challenge seemed more in rural areas such as Rajasthan at 52.6% for females in India compared to their male counterparts at 82%. Literacy of Indian girls is still comparatively low but there are general improvements in literacy going up from 47% in 1980s reaching out to 67% in 2018 (Cook, 2020). In agreeing with Forsgren, Asia, Shelby, Andrew and Nathan, (2019) in Ghana it is also possible to note that gender gaps tend to increase with each level of school attainment. These is because on the specific aspect of enrollment rates to the later classes in schooling, gender disparity that is evident in Ghana can be seen clearly. Even as enrollment ratios are virtually equal regarding the gender at the primary and junior levels at the senior high school level the national gender pitched estimate stands at about 68 girls to 100 boys in general completion rate. What this means is that there is a positive relationship between the drop out risk and child's age and the risk rises much higher for girls than boys. According to recent surveys, there is still a gender disparity in Sub-Saharan Africa when it comes to high school graduation rates as more boys than girls typically complete their education. Only 21% of young women complete secondary education, compared to 28% of young males (United Nations Children's Fund, 2020). Kenya, a significant participant in the area's educational landscape, is an illustration of this trend. Despite witnessing consistent growth in completion rates at both primary and secondary levels, Kenya continues to grapple with many students who still need to fulfil their educational journey. This ongoing challenge can be attributed to a range of interconnected issues affecting the quality of education outcomes, encompassing socioeconomic factors, school-specific conditions, and deficiencies in institutional management practices (Mackatiani, 2020). Despite the strides made in recent years, girls'

participation in secondary education in Kenya continues to face various challenges. These challenges include, critical institutional management practices, which directly impact the enrollment, retention, and overall experience of girls in secondary schools (United Nations Children's Fund, 2020). Girls' access to quality education is a matter of human rights and social justice. Research studies reveals that education enable individuals to acquire knowledge, skills, and opportunities that results to a fulfilling life and contribute meaningfully to society (Umar, Wudil and Zubair, 2021). Furthermore, National development is also impacted on Girl child education. This is because, well educated mothers are more likely to make informed decisions about their health, family size, and overall well-being. According to Clementina, Piliyesi, and Anyona, (2020) women with access to education often have healthier and better-nourished infants and are more committed to their children's education, thereby breaking the cycle of poverty. Additionally, they enhance their household income by bolstering family productivity in agriculture and other economic endeavors, as noted in a 2005 UNDP report. They are more equipped to participate in the workforce and contribute to the country's economic growth.

Various policies and initiatives have been employed to promote gender equality in education in Kenya through institutional management practices. The Kenyan government has come up with various strategies and policies to improve education, with a specific emphasis on enhancing access and quality of education for girls. These initiatives foster gender equality and empower girls to participate fully in the education system (Mackatiani, 2020). Key strategies include; introducing Free Day Secondary Education (FDSE) to eliminate financial barriers, cash transfer programs incentivizing girls' school attendance, and school infrastructure improvements. Besides, the government, together with other stakeholders, ensure the provision of sanitary towels to address menstrual hygiene challenges, teacher

training in gender sensitivity, community awareness campaigns challenging stereotypes, scholarship programs for economically disadvantaged girls, "girl-friendly schools" with tailored support, robust data collection for informed decision-making, a legal framework promoting gender equality in education, and partnerships with international organizations and NGOs (Ministry of Education, 2021). These comprehensive efforts collectively work towards improving girls' education in Kenya by addressing both structural and cultural hindrances to their educational advancement. These policies aim to eliminate barriers that hinder girls' access to education and create an enabling environment for their participation. However, the successful implementation of these policies often hinges on the management practices within individual institutions.

The literacy and level of education participation of the people in Kilifi County is still low whereby only 13% of the people attained secondary level and above by year 2023 which is highly attributed to lack of adequate institutional management practices. Malindi is the least educated region within the constituencies mainly because 18% of the residents in this region have acquired a secondary level of education and above. This is almost four times Ganze constituency which has 5.3%. This implies that Shimo la Tewa ward has the highest population with a secondary education level and above of 33% (KNBS,2023). However, the study recognizes that the challenges and opportunities surrounding girl child participation in secondary education are complex and multifaceted. It acknowledges that institutional management practices are pivotal in shaping girls' educational experiences. The study aims to provide insights and recommendations that can inform policy and practice by conducting a comprehensive investigation into the interplay between institutional management practices and girl-child participation. Besides, the study aims at contributing in the creation of a more equitable and inclusive education system where girls have equal opportunities to access and

thrive in secondary education. A deeper understanding of the challenges and opportunities will enhance the way for a brighter future for girls in Ganze Sub-County and beyond hence the need for the study to establish influence of institutional management practices on girls participation in public secondary schools.

1.2 Statement of the problem

Despite the efforts to improve girl child education in Kenya, significant barriers still hinder their participation in secondary education. These barriers include lack of essential support services, such as sanitary towels and proper washrooms, which are critical for addressing the specific needs of adolescent girls (Ombogo, Oino, Nyamwange and Lumayo, 2023). In many schools, the absence of these basic amenities leads to discomfort and embarrassment for girls during their menstrual periods, causing them to miss school days and over time, contribute to higher dropout rates. Issues related to school readmission also pose a challenge to girl child participation. According to Merayo and Ayuso, (2023), many girls face circumstances that require them to leave school temporarily, such as pregnancy or health-related reasons. However, the policies and frameworks for readmission is that such girls should be allowed to come back to school unconditionally but cases of dropout seemingly continue to be high as for example in many cases, parents may not fully appreciate the value of education for their daughters or may face socioeconomic pressures that compel them to prioritize other responsibilities over their daughters' schooling (Muli, Piliyesi and Koros, 2023). As per the report by the National Council for Population and Development, (2017) there were 92,030 teenagers in Kilifi County who were not attending school and Ganze Sub-County had the highest dropout case rate. However, data from education office in Ganze Sub-County for the period 2019 to 2023 indicate high dropout but low readmission of girls in public secondary schools as shown below in table 1 necessitating the need to determine how institutional

management strategies influence on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya?

Table 1 *Girls School Attendance in Ganze Sub-County Public Secondary Schools Between 2019 and 2023*

Schools'	2019		2020		2021		2022		2023	
Girls'	Form 3	Form 4	Form 3	Form 4	Form 3	Form 4	Form 3	Form 4	Form 3	Form 4
Enrolment	1169	1015	1087	964	1202	1081	1237	1121	1285	1169
Attendance	1131	977	1035	907	1137	1015	1173	1059	1220	1102
Dropout	38	38	52	57	65	66	64	62	65	67
Re-admitted	25	28	24	17	20	16	15	14	13	10

Source: Ganze Sub-County Education office 2023

1.3 Purpose of the study

To assess influence of institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya

1.4 Objectives of the study

The following objectives guided the study:

1. To assess the influence of availability of support services on girl's participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya
2. To find out the influence of school readmission frameworks on girl's participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya
3. To investigate the influence of parental involvement on girl's participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya
4. To analyze the impact of access to guidance and counselling services on girl's participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya

1.5 Research questions

The study sought to answer the following research questions:

1. How does availability of support services influence girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya?
2. How do school readmission frameworks influence girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya?
3. How does parental involvement affect girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya?
4. How does access to guidance and counselling services impact girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya?

1.6 Justification of the study

Research was conducted in Ganze Sub-County, Kilifi County, where retention rate of secondary school girls is poor, transition rate of girls is low and likewise completion of girls from secondary schools' education levels are low hence causing poor girls' academic performance in Ganze Constituency (National council for Population and Development, 2017). Research aimed at how institutional management practices rectify, transforms or add more value into girls' education in public secondary schools. However, having taken into consideration the need of addressing the menace of poor girls' participation in Ganze Constituency created the need to look for solutions to this challenge through researched data. In addition, the study targeted at contributing to body of knowledge on secondary education management, leadership together with planning by finding out the effect of institutional management practices on girls' participation in Ganze Sub-County applying mixed methodology design to come up with more robust findings. Institutional management practices on girls' participation are paramount because it aids students together with their teachers as well as parents and other stakeholders to make sound robust decisions concerning

girl's retention, progression as well as graduation to universities and technical institutions. Aiding those concerned with students' enrollment, progression, and graduation to next academic level calls for wakening of the realization of the effect that their interaction with girls in secondary school has on their participation. Additionally, the study had a big impact on academic prowess as well behaviors of girls in secondary schools. Furthermore, the study's overall objective was to narrow already existing gaps across secondary schools in terms of transition, retention and completion of girls in public secondary schools more so in Ganze Sub-County. The research bounded to shed light on strategies laid down by institutions to encourage girls' participation in classroom along with school activities.

1.7 Significance of the study

The expected findings of the study held substantial promise for shedding light on the multifaceted factors that impact female participation in secondary education within the Kenyan context. These insights are paramount, with many stakeholders poised to benefit significantly. Educational policymakers stood to gain valuable information to inform evidence-based decision-making, shaping policies that promote gender equity in education (Muli, 2023). School administrators can utilize these findings to implement tailored strategies that foster a more inclusive and supportive learning environment for girls, thereby increasing retention rates but for teachers had the opportunity to adapt their practices to meet the specific needs of female students better, ultimately enhancing the overall educational experience. However, parents learned how to actively support their daughters' education pursuits, potentially challenging traditional norms that might hinder girls' access to education. Non-governmental organizations (NGOs) dedicated to advancing gender equality in education can align their efforts more effectively with the identified areas of improvement, maximizing their impact. The study sought to catalyze the development of precisely targeted interventions to

boost girl-child participation rates in secondary education, ultimately contributing to a more equitable and inclusive educational landscape in Kenya by pinpointing aspects of institutional management practices that can be enhanced.

1.8 Scope of the study

Research was carried out in public secondary schools only in Ganze Sub-County, Kilifi County. The study was bound on finding out impact of availability of support services, school readmission framework, parents' involvement as well as access to guidance and counselling services of girls in facilitating girls' participation in public secondary schools. The research approaches adopted both qualitative and quantitative research approaches where collection of data aimed at secondary school girls in public schools, their parents, class teachers, guidance and counselling teachers as well as principals comprising use of questionnaires, focus group discussion guide and Interviews schedule guide.

1.9 Limitations of the study

While the study strived for a comprehensive understanding of factors influencing girls' participation, limitations existed. These included;

(i) Potential respondent bias

Respondents are likely to give bias information as investigation aims to assess their level of performance. However, in order to achieve objectives of the research participants were enlightened on the importance of the research.

(ii) Resource constraints

Research is expensive and a lot of resources are required but use of available resources was capitalized majoring on accessible resources such as means of transport that are economically friendly.

(iii) Generalizability of responses.

Participants were likely to try to give generally acceptable responses due to the nature of research as some of the respondents were evaluating their performance. However, participants were informed on the importance of giving appropriate information as well got encouraged on honesty and openness during the study. Also, individual identities of the participants were not to be a salient feature for the study as participants were encouraged not to include any personal identifications on the research tools.

1.10 Delimitations of the study

Research was done on the following delimitations;

- (i) The study focused specifically on public secondary schools in Ganze Sub-County, Kenya, limiting its scope to this geographical area as private secondary schools will not be included.
- (ii) The research was also delimited to support service availability, school readmission frameworks, parental involvement, and access to guidance and counselling services influence on girls' participation.
- (iii) The study only targeted on class teachers, guidance and counselling teachers, principals and form four parents only as the main respondents for the research.

1.11 Assumptions of the study

The study was done under the following assumptions;

- (i) That participants answered the research inquiries accurately and honestly.
- (ii) Additionally, it was to be assumed that the institutional management practices and their influence on girl's participation were adequately measured and analyzed effectively.
- (iii) That respondents were voluntarily and willingly participating in the research
- (iv) That participants were not biased and gave socially acceptable responses

1.12 Operational Definition of Terms

Institutional Management Practices: Refers to the policies, procedures, and actions implemented by schools to govern their operations.

Support Services: Includes resources such as sanitary towels and proper washroom facilities that are essential for the well-being and participation of female students.

School Readmission Frameworks: The policies and procedures for re-enrolling students who had previously dropped out of school.

Parental Involvement: The extent to which parents actively engage in their child's education and school-related activities.

Guidance and Counseling Services: Services provided by schools to support students' emotional, academic, and personal development



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter looks at related literature on institutional management practices, girls' participation, influence of availability of support services, school readmission framework, parental involvement and access to guidance and counselling services. However, theoretical framework, conceptual framework, research gaps and summary of literature review has also been addressed.

2.1.1 Institutional Management Practices

Education is universally accepted as a basic right and a powerful instrument in personal growth and societal development. In gender equality and women empowerment, it has no doubt that institutional management practices have to be placed in the fore front (United Nations Children's Fund, 2021). Therefore, in an educated world, where education provides opportunities and power, it is crucial to understand what institutional management practices paves way and what limits girls for secondary education. According to O'Riordan (2017), human resource management emerged in 1980s but rebranding people management quickly gained attraction although few organizations fully grasped the concept. Therefore, there is need to establish institutional management practices that can influence girls' participation in secondary schools.

2.1.2 Girls' participation

The engagement of girls in secondary education involves different forms of experiences and challenges young girls to go through while in high school during their secondary education (Psaki, Haberland, Mensch, Woyczynski, and Chuang, (2022). However, it goes beyond more enrollment numbers to explore the intricacies that characterize the entire girls' education

experience, encompassing the point of entry into secondary school through successful completion of their studies. In a nutshell, it addresses all those multiple aspects and dimensions that define the female education path, capturing both obstacles, benefits, and barriers they have to overcome during their education journey. According to a study by Mukonyi and Onkware, (2020) girls' participation in higher education does not simply develop statically or unidirectional, but dynamically and as a result of various internal and environmental factors. In this broad view, many essential items are implied that affect girls' education in secondary schools. These factors are diverse and multifaceted, encompassing elements that can either facilitate or hinder girls' educational journeys. In order to gain a comprehensive understanding of girls' participation in secondary education, it is imperative to delve into these pivotal factors, each of which plays a unique and significant role in shaping the landscape of girls' education (United Nations Children's Fund, 2019).

2.2 Availability of support services and girls' participation in public secondary schools

The availability of support services, particularly emphasizing on provision of sanitary towels and access to clean and hygienic washroom facilities in India is paramount in influencing and shaping the extent of girls' participation in secondary education (Merayo and Ayuso, 2023). This critical factor is intricately tied to a fundamental facet of girls' lives because menstrual hygiene and its profound implications for their educational voyage. According to Ombogo, (2019) menstruation is a natural biological process experienced by girls, and women universally but take on unique dimensions when considered within the context of girls' education, particularly in resource-constrained settings. This is because for many girls, menstruation can become a formidable barrier that obstructs their educational progress. Therefore, unready access to sanitary towels and proper hygiene facilities within school premises can magnify the manifold challenges of managing menstruation (Sinha and Paul,

2018). In keeping with Akanzum and Pienaaah's (2023) research study showed that girls often grapple with discomfort, embarrassment, and anxiety during their menstrual cycles, which, regrettably, can culminate in their recurrent absence from school. Therefore, extensive research and numerous studies have consistently underscored the intimate correlation between menstrual hygiene and girls' school attendance patterns. This is because a study by Gautam (2022) showed that sanitary towels and establishing clean, safe, and adequately equipped washrooms directly address this critical issue by eliminating one of the primary impediments that deter girls from regular school attendance. What all this means is that, when girls have unfettered access to these indispensable resources, they are empowered to manage their menstrual hygiene with dignity and assurance and without the looming specters of missed school days due to menstruation-related challenges (Ombogo, 2023).

However, the impact of providing sanitary towels and hygiene facilities extends beyond mere attendance. This is because it creates a positive and enabling school environment for girls, creating a ripple effect that permeates the entire educational ecosystem (Merayo and Ayuso, 2023). Schools prioritizing menstrual hygiene convey a powerful message to girls hence their needs and well-being are acknowledged, respected and accommodated. This, in turn, fosters an inclusive, welcoming, and supportive learning environment wherein girls can direct their energies toward academic pursuits without the added burden of menstrual-related distress. In response to the pressing need to address this challenge, various initiatives, organizations, and governments have recognized the importance of menstrual hygiene management as an integral part of girls' education (United Nations Children's Fund, 2020). This has therefore resulted in organizations undertaking efforts to ensure the provision of sanitary towels, hygiene education and clean and safe washrooms within school premises. These initiatives empower girls to stay in school and contribute to their health and well-being.

In United Kingdom Plan International carried out a study which shown that a large percentage of girls at 64% at the age bracket of 14 to 21 years of age happen to miss school partly or even a full day due to menstrual cycle while 13% missed a full day. However, in India 1 girl in every 5 girls normally drop out of school due to menstruation (Myra, 2022). But for Sub-Saharan Africa Myra, (2022) observed that 10 girls miss school every month in a school although in Ethiopia 50% of girls in secondary schools misses between 1 to 4 days school time in every month while in Kenya was estimated that on average girls lose 4 days in a month totaling to 165 days over four academic years in secondary schools (Myra, 2022). What all this means is that availability of support services such as sanitary towels and clean toilets has a great impact on girls' participation in secondary schools' education hence the need for the study to assess the impact of these services on girls in Ganze Constituency public secondary schools and its impact on their participation.

2.3 School readmission framework and girls' participation in public secondary schools

The existence of well-structured school readmission frameworks assumes paramount significance in the realm of promoting and sustaining girls' participation in secondary education (Musili, Mwanja and Mulwa, 2020). Critical element of the educational policy and practice is specially made for addressing some special situations under which a girl could stop her schooling temporarily such as early pregnancies and family responsibilities. In particular, Gladys and Alex revealed that such readmissions policy becomes to these girls a light which gives them a chance to continue learning for their future. These vital systems, however, have been propelled by non-governmental organizations and initiatives of governments. Hence, many positive results have come after their participatory action towards reintegration of the teenage mothers to secondary education (Imbosa, Majanga, and Ouda, 2022). The most important outputs from this include a significant improvement in number of girls who proceed

with their education despite the temporal break-point in their educational curve lines. This might be an important instrument of transformation for both the society and the girls (Baafi, 2020). Therefore, there is no doubt that these school readmission frameworks are very important in the pursuit of gender equality in education. Young mothers are thrown into adulthood unexpectedly and this requires a sympathetic and kindly attitude. These programs have been set up for these girls so that their dreams for education are not lost in this case circumstances. Although one of the tangible achievements of these initiatives outlined in the Nairobi Report of 2021 is significant narrowing in gender inequities in education (Ministry of Education, 2022). The re-enrollment of teenage mothers is a critical move towards eliminating the gap between boys' and girls' education in many countries (Thelma, Phiri and Mutepuka, 2023). This is because, the moment these girls head back to class they shatter stereotypes and societal expectations, proving that motherhood is not a hindrance to pursuing educational goals.

Additionally, the impacts of these well-constructed readmission programs transcend individual to community-based development hence allowing teenage mothers to go through education, equips them with necessary information which helps them break through the chain of poverty and vulnerability that most young parents and their kids face. Such education gives them an opportunity to make informed choices, have better economic chances and give their children a better future. However, school readmission frameworks should also take into account the impact of promoting girls' secondary education. These frameworks provide a guiding light and offer prospects for girls, who have specific challenges that can break their education path. These initiatives give an opportunity for girls to enroll for the second time making it possible for them to attain equity in terms of gender and education (Zuilkowski,

2019). When these girls go back to school, they are not simply writing new futures but also redrawing the storyline about education and its impact on everyone's life.

According to Nyiramajyambere and Hesbon, (2022) in Chile, Cuba and Tunisia politics play a significant role in girl's education for they can support or cripple girls' schooling because some of governments are yet to re-align their educational policies frameworks and guidelines to promote enhancement of girls' education equity as well as equality as it is enriched in the third Millennium Development Goal. In Rwanda, girls' policy to a great extent talks of gender disparity which basing on the policy means uneven access to quality education by girls (Nyiramajyambere and Hesbon, 2022). Additionally, in most of sub-Saharan countries, socio-cultural factors also act as a roadblock for girls' education where boys are normally seems given priority in most of the families when it comes to matters to education. Therefore, girls' education takes a smaller space as it is viewed as less important compared to boys who are in many instances given priority in most of the societies. What all this means is that there has been a progressive hindrance to boys' and girls' education where they get exposed to labour environments for families' well-being causing gender disparities.

In East African Context, Kenya recorded a lower gender parity index of 0.84 in 2010 (United Nations, 2010). Although, this was higher than middle Africa which recorded a GPI of 0.67 and Western Africa which also had recorded a GPI of 0.77 putting East Africa in the forefront when it comes to moving forward towards equity in provision of education. In accordance with Kenya Economic Survey 2017 (Kenya National Bureau of Statistics, 2017), enrolment rate in Kenyan primary school was at 89.2%, retention rate in class 8 was found to be at 78.9% for boys in comparison to 77.0% for girls at class 8. However, primary to secondary transition rate lowered from 81.9% in the year 2015 to 81.3% in the year 2016.

Therefore, Early pregnancy and motherhood rates have remained the same where the case is no different at Ganze constituency in Kilifi County necessitating the need for the study on institutional management practices on girls' participation in public secondary schools.

2.4 Parental involvement and girls' participation in public secondary schools

Girl's participation at the secondary level can be promoted and sustained through parental involvement as it is complex and imperative, which shapes a girl's learning trajectory (Ribeiro, Cunha, Silva, Carvalho and Vital, 2021). Parental engagement has more than a supportive role because it is an ensemble of practices and attitudes that jointly constitute a favorable context for girls learning environment. According to Tan, Lyu, and Peng, (2020) researches, constantly stresses that parents are at the pivot point of their daughter's education. However, it is no accident that research continues to show a significant relationship between girls' participation in post-primary education and their parents' involvement in their schooling. The existence of such a connection show how family support influences a girl's efforts towards education. For instance, financial support is one of the tangible ways parents can contribute to their daughters' education. What this entails is from covering school fees and purchasing educational materials to providing for transportation costs as parents who prioritize their daughters' education financially facilitate consistent attendance as this support alleviates some economic burdens that may otherwise force girls to drop out of school (Mejía-Rodríguez, Luyten, and Meelissen ,2021). However, parental involvement extends beyond the financial realm. Creating a conducive learning environment at home is equally vital. Parents who foster a home environment that values learning and education instill a sense of purpose and motivation in their daughters. This supportive atmosphere reinforces the notion that education is not merely a means to an end but a pathway to empowerment and personal growth. Therefore, active participation in school-related activities is another dimension of parental involvement. Parents who attend parent-teacher

meetings, engage in school governance and volunteer their time send a powerful message to their daughters (Tan and Peng, 2020). This message conveys that education is a collective endeavor that involves the entire family and community. Such involvement fosters a sense of belonging and solidarity, encouraging girls to stay in school and excel academically.

Beyond the practical aspects, parents' attitudes and expectations significantly shape their daughters' educational aspirations and achievements. When parents express a genuine belief in the value of education and communicate high expectations for their daughters, it creates a profound impact. According to (Mukonyi and Onkware, 2020), girls internalize these expectations, striving to meet and even exceed them. Therefore, parental attitudes prioritizing education convey a message of empowerment, reinforcing the notion that girls can aspire to any academic or professional endeavor (Tsagem and Ma'aruf, 2022). Ultimately, parental involvement reinforces the idea that education is a shared responsibility. What all this means is that when families and communities prioritize on girls' education, girls are more likely to thrive academically and achieve their full potential.

Finland's approach to Early childhood education and care curriculum (ECEC) outlines a demonstration of parental involvement in development of the curriculum from early stages of education (Alieva,2021). This procedure shows the need for involving parents as well guardians in educational policy development from pre-primary, primary as well secondary education because Parents are engaged in coming up with an educational strategy for their students, together with ECEC teachers (Alieva, 2021). However, such one-on-one involvement consequently motivate parents to make close follow up on the progress of their students for they are extremely aware of the curriculum plan in use.

Findings from a study on parental involvement in South Africa by Kerishka, (2021) shown that all participants had a positive experience of parental involvement. It was observed that parental aid in fund-raising was one of the memorable positive encounters of parental involvement. However, despite all the three schools under study having been domiciled within same community, findings indicated that every principal had a burning negative encounter of parental engagement (Kerishka, 2021). These un-welcoming experiences of involvement of parents came from perceived parental inference in school, lack of good trust in school and poor parental attitudes. In Kenya, a cording to research conducted in Bureti District, on learners' retention in schools, Philip, Johnson, and Anthony, (2015) found that parents timely fee payment, attending school meetings by parents, getting involved in school running, parents' discipline management of their students, career guidance together with counseling by parents are some of the parental contributing factors enhancing learners' retention in schools.

2.5 Access to guidance and counselling services and girls' participation in public secondary schools

Access to guidance and counselling services within secondary schools is critical in shaping and enhancing girls' participation in education. This is because it constitutes a pivotal component of the support system that adolescents require as they navigate the often-tumultuous journey through secondary education (Ndinda, Dawo and Gogo, 2022). Although adolescence is a phase marked by numerous transitions, challenges and choices. This period can be particularly demanding for girls as they grapple with academic pressures, personal development and societal expectations. Therefore, Guidance and counselling services provide a vital lifeline during this transformative period. Although some of these services are meant to help girls to explore career options (Clementina, Piliyesi and Anyona,2020) girls are often

faced by some decisions that will be crucial for their lives in the adulthood. Such decisions include choosing subjects, career paths, as well as post-high school endeavors. Consequently, counsellors provide specific counselling, which helps girls understand their capabilities, interests, and desires. Therefore, this backing helps the girls base their choices on their abilities and aspirations as they are beyond academic and career counseling because they also address important health issues. These in addition also helps girls and adolescents to also have risks to do with their health and well-being (Umar, Wudil and Zubair, (2019). This is because girls learn how to protect themselves against HIV/AIDS during guidance and counseling sessions. Moreover, the sessions ensure that girls have the knowledge and confidence to choose safe sex practices therefore comprehensive guidance and counselling services must include equipping girls with knowledge and strategies for protection against HIV/AIDS (Ho and Holloway, 2016).



Further, the mentioned services are instrumental in helping girls survive diverse difficulties such as early pregnancies. Despite of all these, a girl's education may be disrupted by adolescent pregnancies while also imposing emotional and social barriers (Haberland, 2015). However, Saul, Bachman, Allen, Toiv, Cooney, and Beamon, (2018) conducted a thorough research study revealing that the guidance and counseling personnel provide a safe and non-judgmental place where the girls can talk about their experiences, explore different options, and receive the necessary support. This aid serves to minimize the negative impact of early pregnancies on the educational paths of girls. What this predispose is that guidance and counselling services has a great role in increasing girls' enrolment and better performance in secondary education. This is because girls are able to air their problems, seek for advice, and find comfort in these services. Therefore, this creates a feeling of wholesomeness and hardiness in them and they are able to cope with this learning environment with confidence.

In Lyon France, Psifidou, Mouratoglou and Farazouli, (2021) carried out research to find out the influence of access to guidance and counselling on academic performance where results shown that there is a considerable positive association to academic performance in secondary schools. However, Jaime and Hana, (2023) observed that there is a tremendous improvement of number of girls in secondary schools in Sub-Saharan Africa although the number of girls completing school continue to be dismal at only 42% but through a world bank project in Tanzania of providing guidance and mentorship to girls increased the number of girls taking STEM subjects where consequently they are provided with scholarships to pursue priority degree programs. Consequently, in Kenya Andiemba, (2021) noted that outdated cultural practices and teenage pregnancies were the major causes of girls drop out from secondary schools in west Pokot Sub-County and getting them back to schools requires proper guidance and counseling.

2.6 Theoretical framework

2.6.1 Input-output theory

The basis of the theoretical framework will employ the input-output theory, which explains that the educational process is a chain of events triggered by certain factors leading to definite outcomes in this study the institutional management practices. Wassily Leontief came up with the theory in 1951 and later this theory has been applied in many educations setting today. In the context of girls' participation in secondary education, the input-output theory can be encapsulated in the following equation:

$$A_{it} = f [Fit, Sit, Pi(t), lit]$$

Where:

Ait stands for the educational output, which is a measure of girls' academic performance and total educational achievement at the secondary level of education.

Fit represents family characteristics such as the socioeconomic status, parental educational level, and home environment.

Sit refers to school inputs such as the adequacy of physical facilities, the curriculum, the guidance and counselling services, the gender policies, and the activities of international organizations and NGOs.”

Pi(t) represents peer group influence, recognizing the effect of peers on girls' educational decisions and conducts. Acknowledging *lit*, which stands for pre-school age abilities and performance, girls have foundational skills and knowledge they bring to their secondary education journey. The central thesis of the framework is that education is a dynamic process whereby it is the result of several inputs, some originating from the home and others from the classroom. These inputs which are the institutional management practices interact to affect or shape the teaching and learning experiences which girls go through in secondary education. Institutional management practices such as classroom instruction, interactions with teachers, engagement with the curriculum, access to counseling services and extracurricular activities form part of the teaching and learning processes. These processes relate to family background, school inputs, peer dynamics, and pre-school-age abilities. In this case, the outputs of the theoretical framework relate to the educational results that girls earn in secondary education. The outcomes are not mere figures in terms of enrollments but they include other key indices such as academic performances, promotion through different educational cycles, completion of secondary school and attainment of education by individuals.

2.6.2 Dewey's Theory of Education

According to Dewey, education is supposed to be a dynamic or interactive activity where students' responsibility in development of their comprehension is of great importance. Every student's education, in his or her opinion, should be attached to their unique history, interests or skills. Dewey's arguments were that teaching and learning is supposed to target at getting students to logically think on problems while logically applying learned experiences. Dewey believed that education is supposed to be a progressive process. Moreover, Dewey argued that education must be about wholesome student development but not academic abilities only. He proposed that logical thinking, problem solving, love for arts along with culture were all importance for today's students' success. However, he argued that it is necessary to develop free education for all to facilitate individual improvement within a global ever-changing society. Majority of educational systems internationally can trace their roots back to Dewey's theory of education, which is progressively widely influential to date. Dewey's majoring on problem-solving, and collaborative learning is necessary in today's classrooms. Dewey's school of thought on education greatly inspire creative teaching approaches development motivating educators to embrace strategies such as project-based learning that enhances girls participation in public secondary schools. The attention Dewey made on all-around learners' competencies development caused development of whole-child teaching methods that considers not only their social and emotional well-being but also their physical requirements. Knowledge and skills presented in a way that encourage students to arrive to connectivity to their own experiences' retention is more likely to be higher hence improved participation of girls in secondary schools. Dewey gave rise to a way out to this issue through creation of a system of education taking care for every student's competency. (Dewey, 1902, p. 16).

2.7 Conceptual Framework

A conceptual framework for institutional management techniques for delivery of comprehensive girls' participation is depicted in the following figure. It illustrates how the independent variables and dependent variables are related and government support as intervening variable.

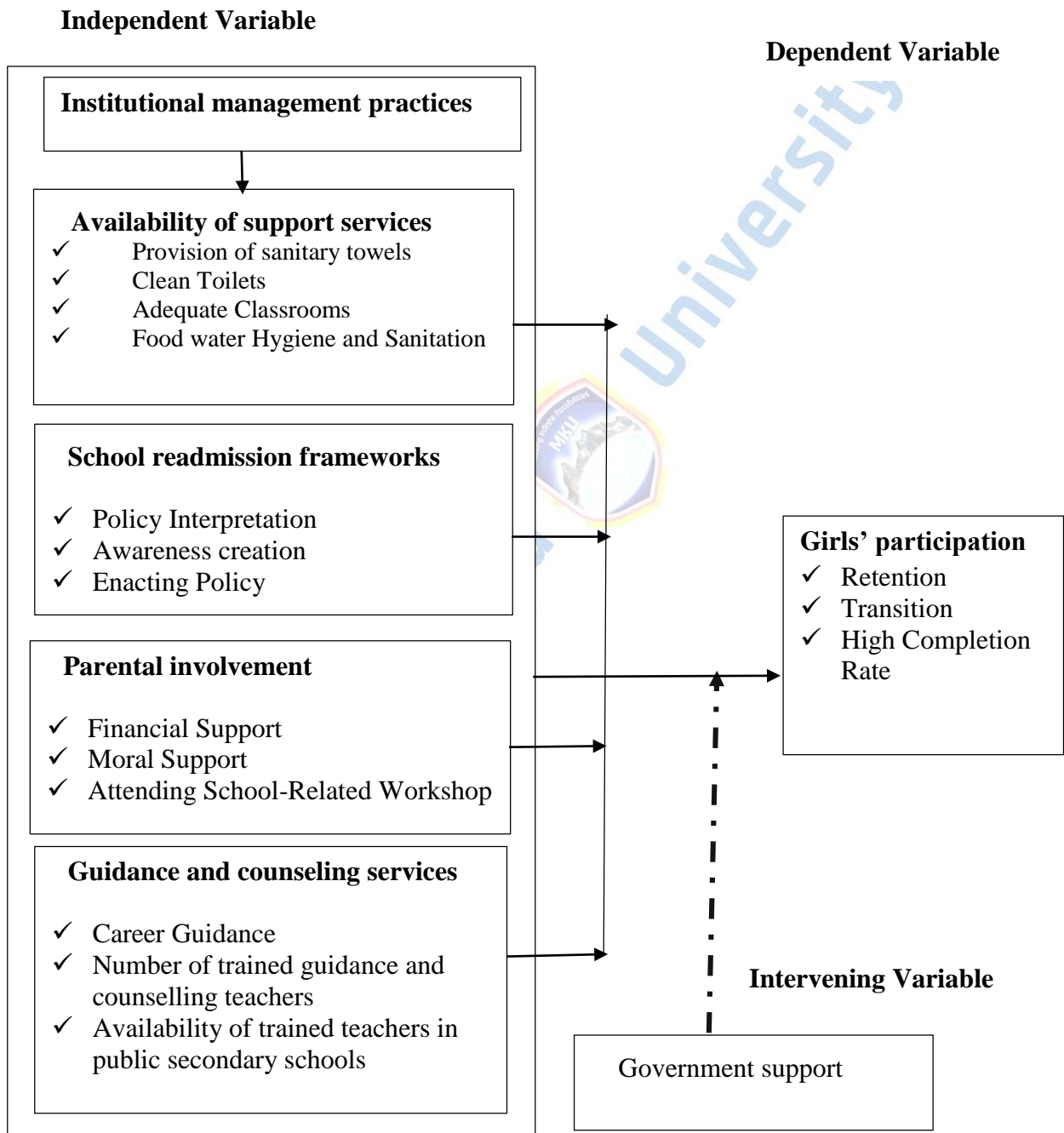


Figure 1 *Conceptual Framework*

Source: Researcher (2024)

Institutional management strategies have a great capacity of the school in provision of an environment suitable for girls' participation in secondary schools. The availability of support services such as provision of sanitary towels, clean toilets, adequate classrooms and proper food water hygiene and sanitation determines the capacity of the school to realize its mandate of ensuring that girls are retained in school, transit to the next class and even complete their studies at secondary schools. However, the availability of setting environment that is favorable for the provision of the policy interpretation, awareness creation and enacting policy on school readmission are all determined by the implementation of the policy framework. It establishes if the schools have standard to which they can aspire while delivering girls' participation programs. The enforcement of parental engagement is essential since the learners come from households where the parents are the primary caregivers and play a significant role in their daily lives. Parental participation has a big impact on how students are mentored and modeled at home. As affected by the parents, it is essential in helping character development both inside and outside of the classroom. It has a significant impact in the provision of financial support, moral support along with attending school related workshops upon the onset of parental involvement aiming at improving school attendance hence high retention as well as completion rate of girls in secondary schools. Consequently, the ability of schools to create a setting that is favorable for providing guidance and counselling is significantly impacted by institutional variables. However, ability of schools to fulfill their mandates is based on the availability of qualified guidance and counselling teachers to manage the guidance and counselling function.

2.8 Research gaps

After reviewing the literature about the involvement of girls in secondary education, several important gaps in research become evident. Although, the importance of such kind of support services as sanitary pads, clean washrooms and so on has been acknowledged but the deeper

research is needed to check the long-term outcomes of such interventions on the educational results and dropout rates. Mokoena (2012) and Lekhetho (2013), carried out research on how to encourage more students who joined Lesotho's secondary school complete school by sitting for final examinations by asking them what makes them retain in school in studying. However, because this investigation was not done based on institutional management practices, it would be inappropriate to generalize their findings to Ganze Sub-County secondary schools. Further, participatory management's influence on Kenyan public secondary school students' academic performance was researched by Misoloh (2011). However, the study was carried out in secondary school and did not address the issue of girls' participation in secondary schools therefore the need to carry out research on institutional management practices on girls' participation in public secondary schools at Ganze Constituency Kenya.

2.9 Summary of literature review

The wide-ranging nature of girl's participation in secondary education and complexities surrounding it are well illuminated by this comprehensive literature review. Clearly support services such as provision of sanitary towels and clean washrooms are vital in reducing attendance and drop-out rates among girls. Similarly, well-structured school readmission frameworks offer a lifeline to those who temporarily leave school for various reasons, ensuring they can return to their education. Parental involvement emerges as a critical determinant, with engaged parents fostering a supportive environment that motivates girls to stay in school. Additionally, the availability and utilization of guidance and counselling services prove instrumental in addressing girls' unique challenges during their adolescent years. This body of knowledge reinforces the importance of a holistic approach to girls' education, extending beyond enrollment figures to encompass the entire educational journey.

Recognizing these factors' interplay and cumulative impact is paramount in shaping policies and interventions that will empower girls, promote gender equality, and enable them to realize their full potential through quality secondary education. Input-output theory also got addressed together with research gaps. It is, therefore, essential to continue researching and refining our understanding of these factors, addressing the identified research gaps, and working collaboratively to create an educational landscape where all girls can thrive and contribute significantly to society.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The study aimed at examining different influences of institutional management practices on girls' involvement in secondary education in Ganze Sub-County, Kenya. In this section, employed mixed research method while ex-post facto research design was also addressed. However, the study location, target population, sampling procedure, sample size, research tools, testing of reliability, validity dependability and credibility, data collection procedures, data analysis, and ethics were also explained.

3.1 Research methodology

The study used a mixed research methodology as both quantitative data and qualitative data was used to bring out complex issues that lead to girls' public secondary school involvement. It formed the basis in which data was collected and analyzed, to understand the research concerns. The rationale for using mixed methodology was that it helps to remove errors that would occur in qualitative or quantitative research as both approaches were used together.

3.2 Research design

The study employed an ex-post facto research approach to examine the relationship of different independent variables with girls' enrolment into secondary education. The independent variables selected are the support services available, school readmission frameworks, parental involvement and access to guidance and counseling services. The study utilized ex-post facto research design due to the fact that it can be used to retrace historical conditions that had been in existence but are not actively influencing the dependent variables. The researcher applied a retrospective approach to critically analyze the prevailing conditions

and practices within Ganze Sub-County public secondary schools. The study aimed at analyzing these conditions retrospectively, so as to know how they led to their low enrollment rate into secondary schools. In addition, the ex-post facto design follows the study aim to find out the existing dynamics without direct interference. It recognizes that these conditions have happened already and there's nothing one can do about that for research. The purpose of taking this line of thought was for the study to make useful findings regarding the determinants of girl's enrollment in secondary schools that future policies and interventions can be built on.

3.3 Location of the study

Research took place in Ganze Sub-County, Kilifi County, Kenya, with a specific focus on public secondary schools within the area under study. Ganze Sub-County has a population of 143,906 residents and an area of 2,942 km². (Source: Kenya National Bureau of Statistics, 2019). According to National council for Population and Development, (2017) in Kilifi County there were 92,030 number of school aged teenage who were out of school. This high rate of drop out cases were more in Ganze Sub-County and because of its diversity of environmental settings, cultural influences, and educational conditions, this is a good sampling location for considering all those factors that may affect girls' participation in secondary schools.

3.4 Target population

The study targeted some vital stakeholders in public secondary schools in Ganze Sub-County comprising of 18 principals who offer administrative leadership and governance in these schools, 18 guidance and counselling teachers, 523 teachers who are in charge of classroom teaching and are very important in carrying out educational policies and practices 2, 250 girls

who were the core subjects of the study and 1500 form four parents, (Ganze Sub-County Education office, 2023)

Table 2 *Target population*

Category of participants	Target population
Principals	18
Guidance and counselling teachers	18
Teachers	523
Girls	2250
Form four parents	1500
Total	4309

Source; Ganze Sub-County Education office, (2023)

3.5 Sampling procedures and sample size

In order to obtain an appropriate sample size, the study employed Slovin's formula to come up with a sample size of the respondents as follows.

$$n = \frac{N}{1 + N(e^2)}$$

where:

n=Sample size

N=The population size

e=the margin of error set at 0.05

$$\text{Therefore, } n = \frac{4309}{1 + 4309(0.05^2)}$$

$$n = 366.0225101$$

$$n = 366$$

By use of above Slovin's formula, a sample of 2 principals, 2 guidance and counselling teachers, 44 teachers, 191 girls and 127 form four parents hence a total of 366 participants was obtained.

Table 3 *Sample size*

Participants	Target population	Sample size	Sampling technique
Principals	18	2	Purposive
Guidance and counselling teachers	18	2	Purposive
Teachers	523	44	Purposive
Girls	2250	191	Simple random
Form four parents	1500	127	Simple random
Total	4309	366	

Source: Researcher, 2024

Stratified sampling was used to categorize Ganze Sub-County Vitengeni, Bamba and Ganze zones where in each zone 1 principal, 1 guidance and counselling teacher and 14 teachers were selected using purposive sampling in Vitengeni and Bamba while **16** teachers were selected in Ganze zone. Additionally, 63 girls were identified in Vitengeni and Bamba zones and 65 in Ganze zone due to its large size using simple random sampling. However, by use of simple random sampling 42 parents were selected for Vitengeni and Bamba zones and 43 in Ganze zone in order to realize a sample size of 366 respondents.

3.6 Research Instruments

The study employed well-developed research tools like structured and unstructured questionnaires for both teachers and girls and additionally structured and unstructured interview schedules for principals together with guidance and counselling teachers and focus

group discussion guide for parents to assist in data collection. The selection of these instruments was deliberate and purposively meant to get as much information as possible.

3.6.1 Questionnaires for Teachers and Public Secondary School Girls

The questionnaires were designed with background questions on specific areas that provide a broader understanding of the respondents before exploring some of the open-ended and closed-ended items that helped to generate strategies on how to encourage girls' enrolment into secondary education. Questionnaire were divided into five sections where the first section had general information, second availability of support services, third, on school's readmission frameworks, forth on parental involvement and fifth on access to guidance and counselling on public secondary schools' girls' participation.

3.6.2 Focus Group Discussion Guide for Parents

Focus group discussion guide for parents was structured into five areas. The first section comprised on general participants characteristics while second on first objective of the study on availability of support services. The third area was on school readmission policy, forth on parental involvement while fifth was on access to guidance and counselling services and how they influence on girls' participation in public secondary schools. The rationale for focus group for the parents is that some of the parents may lack enough pre-requisite knowledge on quarries in questionnaire requiring need for interpretation as some may have low levels of education (Tobias, Kerrie, Christina and Nibedita, 2018)

3.6.3 Interview guide for Principals and Guidance and Counselling teachers

A carefully planned and structured interview scheduling for the principals prove crucial to the researchers because it captures deep information regarding the school environment, the practice and the institutions management practices. In the first section of the guide was

general information such as gender and level of education. Section two on availability of support services, third section on school readmission policy, fourth on parental involvement while fifth was on access to guidance and counselling services and how they influence on girls' participation in public secondary schools.

3.7.0 Piloting of Research Instruments

Prior to research, a pilot study was undertaken in a nearby two public secondary schools in Magarini Sub-County which had characteristics similar to those within Ganze Sub-County where a principal, 2 teachers, 15 parents and 20 girls were used. The pilot study enabled for clarity, appropriateness, and relevance of the tools testing.

3.7.1 Testing for Validity

There are two types of validity tested that is; face validity and content validity. Therefore, to enhance face validity the use of information from pre-testing the instruments increased the likelihood of face validity through expert judgment of responses from the filled items during the pilot study. On the other hand, content validity refers to whether a research tool covers the topic in question. The supervisors' expert judgment helped to ensure content validity of instruments is up to the recommended level.

3.7.2 Testing for Reliability

Reliability is defined as extent to which similar outcomes are gotten when same tools are used repeatedly by the same persons under similar environments. Cronbach's Alpha was used in order to determine reliability of the instruments. A higher alpha value of the range of 0 to 1 shows higher reliability of instrument. Consequently, a reliable instrument has a reliability

co-efficient of 0.6 to 0.7 whereas a trustworthy system of tools had a coefficient of 0.8 hence more reliable.

3.7.3 Testing for Dependability

Dependability of tools was attained by having each qualitative data being recorded in a very detailed manner to assure repeatability of same results on repeat of enquiry. However, this also ensured results are supported by research data gotten.

3.7.4 Testing for Credibility

Credibility of the tools were tested by triangulation as well as member checking technique. Triangulation encompasses the use of several methods of getting information, using many sources of information within same method, using many observers and analysts. However, member checking testing of credibility comprised sharing with participants researched data interpretations to facilitate participants in research study to make clear what their aim was and correct errors.

3.8 Data Collection Procedures

The study data collection was undertaken by distributing questionnaires to teachers and girls and also interviewing principals, guidance and counselling teachers along with focus group discussion among parents. The data was collected in a systematic way to guarantee trustworthiness and confidentiality. The selected participants received questionnaires in a secured and confidential manner, thereby affording their thoughts adequate attention. During interviews, researcher was sensitive and considerate about privacy and views of respondents. It is a rigorous approach in collecting data that guarantees reliable information and complies with the ethics requirements in research practices. The research team gave priority to the

protection of responders' identities and confidentiality of their replies throughout the period of study.

Table 4 *Data collection procedures*

Research questions	Interview questions	Focus group questions	Questionnaire questions
(i) How does availability of support services influence girls' participation in public secondary schools in Ganze Constituency Kenya?	Principals Section B Questions	Parents Section B Questions	Teachers Girls Section B Questions
(ii) How do school readmission frameworks influence girls' participation in public secondary schools in Ganze Constituency Kenya?	Principals Section C Questions	Parents Section C Questions	Teachers Girls Section C Questions
(iii) How does parental involvement affect girls' participation in public secondary schools in Ganze Constituency Kenya?	Principals Section D Questions	Parents Section D Questions	Teachers Girls Section D Questions
(iv) How does access to guidance and counselling services impact girls' participation in public secondary schools in Ganze Constituency Kenya?	Principals Section E Questions	Parents Section E Questions	Teachers Girls Section E Questions

Source Researcher, 2024

3.9 Data analysis procedures

The study adopted a thorough approach of data analysis that embraced quantitative and qualitative techniques to unravel various factors affecting girl's participation in public secondary schools. For quantitative data, descriptive statistics like frequency distribution and percentage tables were used to give a clear summary of the answers and point out trend and patterns. Such statistical analysis can help to measure the impact of different factors on girls' participation. Moreover, the qualitative information that had emanated from the interviews and open-ended questions in discussion groups also undergone thematic analysis. A qualitative approach helped to highlight main issues, common themes, emerging patterns, and deep insights into all subtle nuances of problems being investigated. In their work, statistical package for social sciences (SPSS) version 23 was used to enable the statistical calculation of quantities and analysis of the data for precise and effective processing and interpretation. Inferentially, in order to determine the degree of relationship in quantitative data Karl Pearson correlation coefficient formulae was used. Therefore, this method of analysis of data makes the whole findings comprehensive and complete.

Table 5 *Data analysis procedures*

Research questions	Independent variables	Dependent variables	Quantitative data	Qualitative data
(i) How does availability of support services influence girls' participation in public secondary schools in Ganze Constituency Kenya?	Availability of support services	Girls' participation	Percentages Frequencies	Thematic analysis
(ii) How do school readmission frameworks influence girls' participation in public secondary schools in Ganze Constituency Kenya?	School readmission frameworks	Girls' participation	Percentages Frequencies	Thematic analysis
(iii) How does parental involvement affect girls' participation in public secondary schools in Ganze Constituency Kenya?	Parental involvement	Girls' participation	Percentages Frequencies	Thematic analysis
(iv) How does access to guidance and counselling services impact girls' participation in public secondary schools in Ganze Constituency Kenya?	Access to Guidance and counseling	Girls' participation	Percentages Frequencies	Thematic analysis

Source, Researcher, 2024

3.10 Ethical considerations

The following ethical issues were considered.

(i) **Privacy and confidentiality**

The questionnaires, interview guides as well as focus group discussion guide were structured in a manner that no personal information was captured. In addition, participants were advised not to write any individual identities on research tools and were assured that all information gathered was used for the sole purpose of the study.

(ii) **Anonymity**

The researcher assured participants that their individual identity was not to be a salient feature for research. However, no identifying information about institution nor the individual was revealed in written or unwritten communication.

(iii) **Informed Consent**

The nature and purpose of the study was outlined to participants by researcher. The researcher gave explanations on procedure to be followed in data collection so that respondents could participate voluntarily. Additionally, researcher sought consent from participants who were required to sign informed consent forms.

(iv) **Communication of findings**

The researcher ensured that collected data was well presented in recording without biasness as the events were recorded as they are and individual personal information of the respondents was not to be pertinent to the study.

(v) **Access to the study area**

Also, researcher made a formal introduction to participants by giving them self-introductory letter. The researcher also obtained a license from NACOSTI, as well as introductory letter from school of post graduate studies of Mount Kenya university, research authorization letters from County commissioner, County Director of Education and County government of Kilifi before commencing on data collection.

(vi) **Voluntary participation**

Participants were informed on their rights and privileges on voluntary participation as they had the freedom to choose to participate in the research or not and also had the freedom to discontinue with interrogation before or during research without any explanation for the withdrawal and that there was no course of action to be taken against them for their withdrawal.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This section addressed discussions of findings on influence of institutional management practices on girls' participation in public secondary schools where general demographic information of participants was presented, influence of availability of support services, school readmission framework, parental involvement as well as influence of access to guidance and counselling services on girls' participation in public secondary schools in Ganze Sub-County.

4.1 Report on Participants Response Rate

Targeted participants included the principals and guidance and counselling teachers who participated in interviews, teachers and girls who participated in questionnaires together with their parents who participated in focus group discussion guide. The response of these participants was as illustrated in table 6 below.

Table 6 *Participants response rate*

Category	Sampled participants	Participants responded	Response rate
Principals	2	2	100%
Guidance and counselling teachers	2	2	100%
Teachers	44	42	95.45%
Girls	191	180	94.24%
Form four parents	127	120	94.49%
Total	366	346	94.54%

Source; Researcher, 2024

The table above demonstrates that all the 2 (100%) principals and 2 (100%) guidance and counselling teachers who were aimed by the study responded making their response to be

100%. On the same vein teacher participants who responded were 42 out of 44 contributing to 95.45% rate of response while girls had a response of 180 (94.24%) participants and their parents' response was at 120 (94.49%). Therefore, out of the 366 respondents 346 of them responded making the rate of response to be at 94.54%. Nonetheless, the gathered information on response was further represented in a graph as shown in figure below.

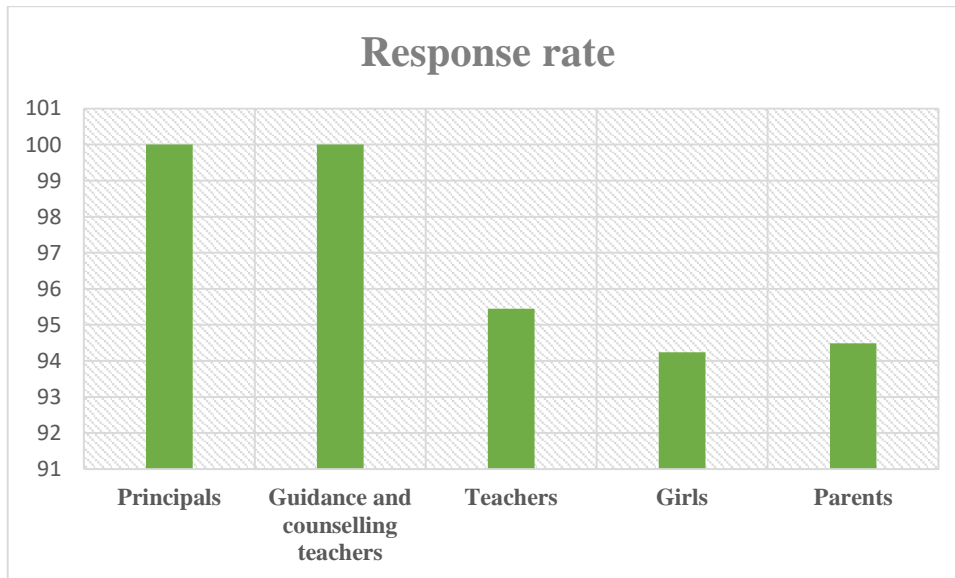


Figure 2 *Response rate*

4.2 Results on Demographic Information of Participants

General information of participants on gender of participants, level of education of teachers, principals, guidance and counselling teachers as well as parents was captured together with age of girls.

4.2.1 Gender of Participants

The information on gender of participants shown that half of principals 1 (50%) who participated in research were male and half 1 (50%) female. Additionally, same scenario was noted for guidance and counselling teachers as 1 (50%) was male teacher while the other 1 (50%) was female. For the other teachers who participated in the study 23 (54.76%) were male teachers and 19 (45.24%) teachers were female. On the other hand, those parents who participated in research more than half of them at 70 (58.33) were female and 50 (41.67%)

were of male gender. Nevertheless, girls who took part in research were 180 which was a 100% as far as gender was concerned as shown in figure below.

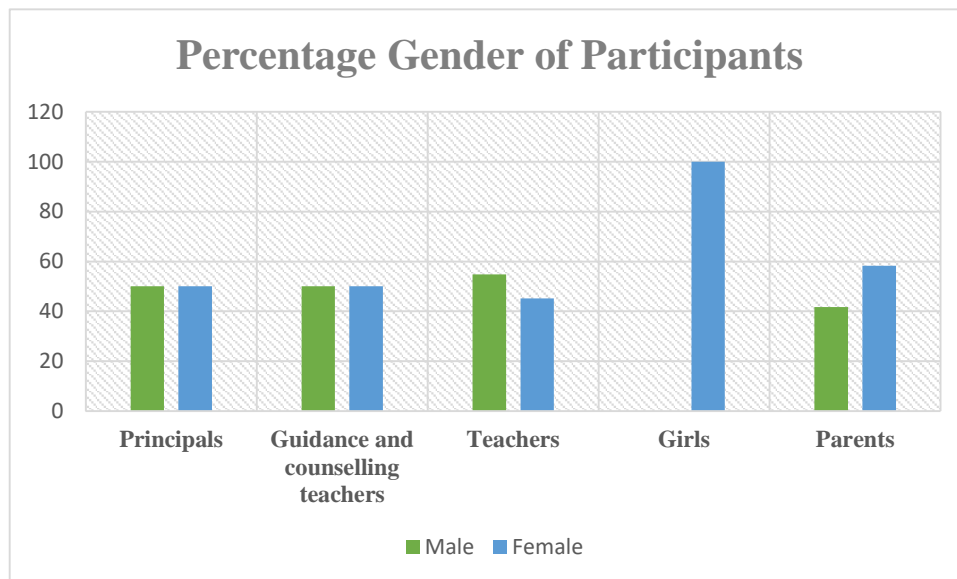


Figure 3 Percentage gender of participants

4.2.2 Level of Education of Participants

Tools for gathering data captured on level of educational attainment where it was revealed that the 2 principals who took part in the study had a post graduate qualification, the 2 guidance and counselling teachers had a degree, there were 6 (14.29%) teachers with a diploma, 28 (66.67%) had a degree, while 8 (19.05%) teachers had a post graduate qualification. Parents level of education was also taken into consideration where a majority of parents had a certificate level attainment of education at 80 (66.67%), 30 (25.00%) had a diploma, 6 (5.00%) parents had a degree while 4 (3.33%) had a post graduate qualification. These data were however represented in the figure 4 as demonstrated below.

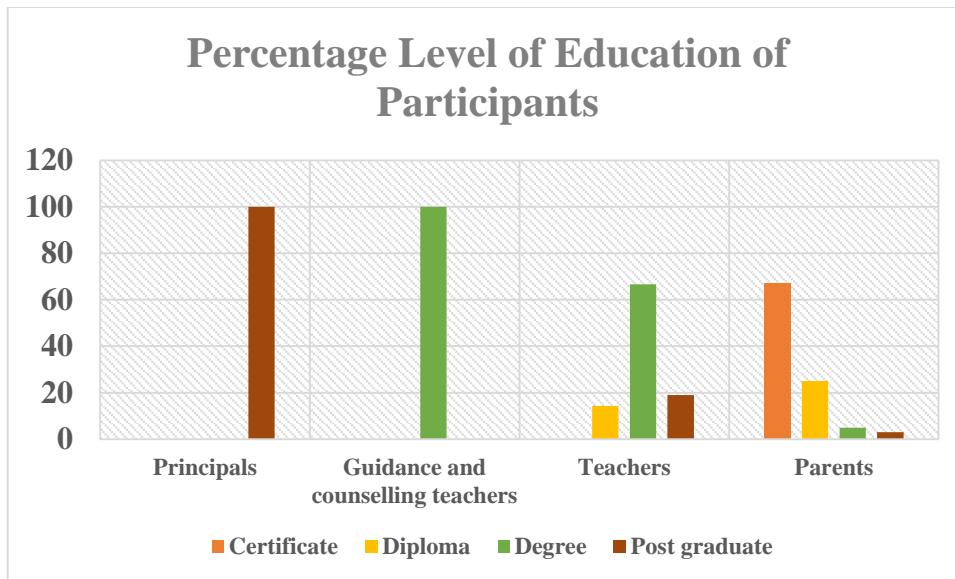


Figure 4 *Percentage level of Education of Participants*

4.2.3 Age of Girls

Age of girls who participated in the research was captured by the questionnaire for girls where findings illustrated that the highest number of girls in public secondary schools are the age of 19 years at 67.78 % (122) followed by those who were 17 years to 18 years and at 22.22% (40) and a small number had the age of 16 years and below at 10.00% (18). However, these information on percentage age of girls was presented as shown in pie chart below.

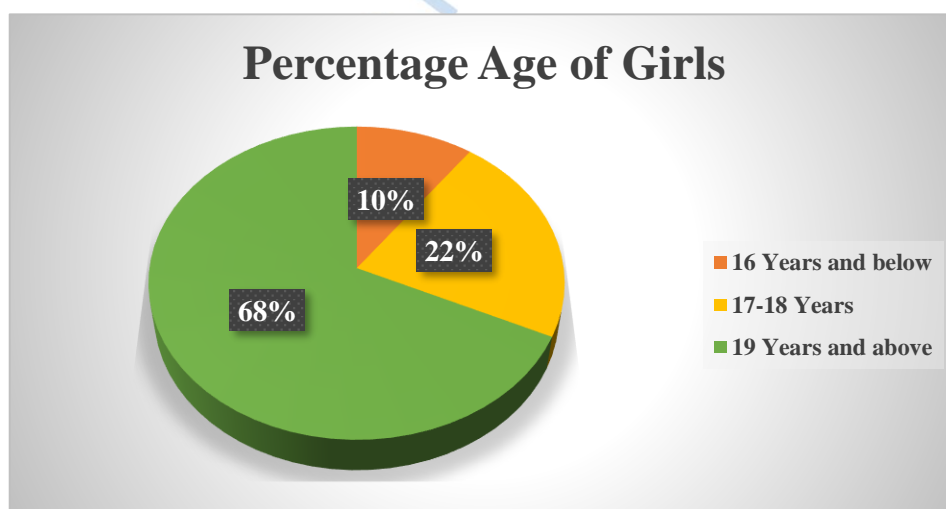


Figure 5 *Percentage Age of Girls*

4.3.1 Report on Influence of Availability of Support Services on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Teachers and girls were subjected to questionnaires in order to establish influence of availability of support services on girls' participation in public secondary schools and results tabulated in form of frequency tables and percentages as demonstrated below.

Table 7 Report on Teachers Questionnaires on Influence of Availability of Support Services on Girls' Participation in Public Secondary Schools.

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
Provision of sanitary towels in schools enhances retention of girls in public secondary schools	F	24	10	4	2	2
	%	57.14	23.81	9.52	4.76	4.76
Adequate classrooms help girls' retention in public secondary schools	F	3	5	2	9	23
	%	7.14	11.90	4.76	21.43	54.76
Food water hygiene sanitation has enabled girls' completion in public secondary schools.	F	21	11	2	5	3
	%	50.00	26.19	4.76	11.90	7.14
Institution has laid strategies to ensure that there is successful transition of girls in secondary school.	F	15	19	3	3	2
	%	35.71	45.24	7.14	7.14	4.76
Clean toilets for girls' education in school increases school attendance for girls in secondary schools.	F	20	13	2	3	4
	%	47.62	30.95	4.76	7.14	9.52
To what extent do you agree that availability of support services influence girls' participation in public secondary schools.	F	26	8	3	3	2
	%	61.90	19.05	7.14	7.14	4.76

Source; Researcher, 2024

Table 7 shows that more than half of the teachers at 57.14% (24) strongly agreed that provision of sanitary towels in schools enhances retention of girls in public secondary schools while 23.81% (10) agreed, 9.52% (4) were undecided but those who disagreed were 4.76% (2) as well as those who strongly disagreed at 4.76% (2). However, majority of the teachers slightly more than half of teacher participants at 54.76% (23) strongly disagreed with the statement that adequate classrooms help girls' retention in public secondary schools, 21.43% (9) also disagreed while those who were undecided made up for 4.76% (2) as 11.90% (5) agreed and 7.14% (3) strongly agreed. In addition, half of the teachers at 50.00% (21) strongly agreed that food water hygiene sanitation has enabled girls' completion in public secondary schools as it creates a good nutritional and physical environment for learning while at school, 26.19% (11) also agreed while those who were undecided were at 4.76% (2) and teacher respondents who disagreed contributed for 11.90% (5) while those who strongly agreed with the statement were a small number of teachers at 7.14% (3). Teachers were also asked whether their schools have laid strategies to ensure that there is successful transition of girls in secondary school from one class to another and consequently to universities and colleges where 35.71% (15) of teachers strongly agreed that their school has strategies, 45.24% (19) agreed, 7.14% (3) remained undecided same as to those who disagreed at 7.14% (3) and a small number of teachers at only 4.76% (2) strongly disagreed with that statement. However, a good number of teachers strongly agreed that clean toilets for girls' education in school increases school attendance for girls in secondary schools at 47.62% (20) and those who agreed made up for 30.95% (13) although 4.76% (2) were undecided close to total number of teachers who disagreed at 7.14% (3) and 9.52% (4) strongly disagreed. Moreover, when general view of teacher respondents was examined that availability of support services has influence on girls' participation in public secondary schools more than half of teachers at 61.90% (26) strongly agreed, 19.05% (8) agreed, 7.14% (3) were undecided, 7.14% (3) also disagreed while only

4.76% (2) of teachers strongly disagreed. Moreover, girls in public secondary schools were also subjected to research questionnaires on their views on availability of support services and their participation in public secondary schools in Ganze Sub-County whole obtained results were tabulated as shown in frequency table below.

Table 8 Report on Girls' Questionnaire on Influence of Availability of Support services on Girls' Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
Provision of sanitary towels in schools enhances retention of girls in public secondary schools	F	106	37	16	12	9
	%	58.89	20.56	8.89	6.67	5.00
Adequate classrooms help girls' retention in public secondary schools	F	14	20	12	14	120
	%	7.78	11.11	6.67	7.78	66.67
Food water hygiene sanitation has enabled girls' completion in public secondary schools.	F	100	30	17	15	18
	%	55.56	16.67	9.44	8.33	10.00
Institution has laid strategies to ensure that there is successful transition of girls in secondary school.	F	40	54	70	11	5
	%	22.22	30.00	38.89	6.11	2.78
Clean toilets for girls' education in school increases school attendance for girls in secondary schools.	F	78	60	20	16	6
	%	43.33	33.33	11.11	8.89	3.33
To what extent do you agree that availability of support services influence girls' participation in public secondary schools.	F	102	28	32	9	9
	%	56.67	15.56	17.78	5.00	5.00

Source; Researcher, 2024

Just as it was observed on teachers' responses more than half of girls in public secondary schools as 58.89% (106) strongly agreed that provision of sanitary towels in schools enhances retention of girls in public secondary schools. Provision of sanitary towels in schools enhances retention of girls in public secondary schools. However, 20.56% (37) agreed, 8.89% (16) were neutral, 6.67% (12) disagreed while 5.00% (9) strongly disagreed. On adequacy of classrooms a higher number of girls at 66.67% (120), those who disagreed were 7.78% (14) disagreed, 6.67% (12), 11.11% (20) agreed, while 7.78% (14) strongly agreed. As it was noted by teachers also a good number of girls at 55.56% (100) strongly agreed that food water hygiene sanitation has enabled girls' completion in public secondary schools. However, 16.67% (30) agreed, 9.44% (17) were undecided, 8.33% (15) disagreed and 10.00% (18) strongly disagreed. On school has laid strategies to ensure that there is successful transition of girls while in secondary schools the highest number of girls were undecided at 38.89% (70), 22.22% (40) strongly agreed, 30.00% (54) agreed, 6.11% (11) disagreed, 2.78% (5) strongly disagreed. On the other issue of clean toilets for girls' education increasing their school attendance 43.33% (78) strongly agreed, 33.33% (60) agreed, 11.11% (20) remained neutral, 8.89% (16) disagreed while a small number of girls at 3.33% (6) strongly disagreed. Also, girls' views were taken on that availability of support services influences girls' participation in secondary schools 56.67% (102) strongly agreed, 15.56% (28) agreed, 17.78% (32) were undecided while 5.00% (9) disagreed and 5.00% (9) strongly disagreed. From these statistics both girls and teachers to an extent agree that there is need for provision of support services for girls while at school as it enables them to participate in school.

4.3.2 Inferential Findings on Influence of Availability of Support Services on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Frequencies for teachers and girls were further analyzed in order to establish relationship that exist between adopting availability of support services and girls' participation in public secondary schools as shown in table below.

Table 9 Analysis of teachers' and Girls' frequencies on influence of availability of support services on girls' participation in public secondary schools.

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Category	SA	A	U	D	SD
Teachers (X)	26	8	3	3	2
Girls (Y)	102	28	32	9	9

Source; Researcher, 2024

Above teachers and girls' frequencies were further subjected to Karl Pearson correlation coefficient analysis as shown in table below in order to establish the kind of relationship that exist between availability of support services and girls' participation.

Table 10 Karl Pearson Analysis of frequencies of availability of resources and girls' participation in secondary schools.

X	Y	X ²	Y ²	XY
26	102	676	10404	2652
8	28	64	784	224
3	32	9	1024	96
3	9	9	81	27
2	9	4	81	18
$\sum X=42$	$\sum Y=180$	$\sum X^2=762$	$\sum Y^2=12374$	$\sum XY=3017$

Source; Researcher, 2024

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{5(3017) - (42 \times 180)}{\sqrt{\{5(762) - (42 \times 42)\} \{5(12374) - (180 \times 180)\}}}$$

$$r = \frac{15085 - 7560}{\sqrt{2046 \times 29470}}$$

$$r = \frac{7525}{\sqrt{60295620}}$$

$$r = \frac{7525}{7765.025435}$$

$$r = 0.969088905$$

The margin of error was set at 0.05 where the range of **r** was taken as **-1** to **+1** where the value of **r** is close to zero there was a weak relationship but when the value was close to **-1** there was a strong negative relationship and when close to **+1** there was a strong positive relationship. Therefore, the **r** calculated was **0.969088905** indicating that there is a strong positive relationship between availability of support services and girls' participation in public secondary schools.

4.3.3 Thematic Analysis of Findings on Influence of Availability of Support Services on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Parents participated in focus group discussion guide while principals and guidance and counselling teachers participated in interview schedules in order to obtain qualitative information from respondents. However, during focus group discussions it was noted that by respondent;

“High level of poverty among some of the parents makes them face challenges in paying school fees for their girls while at school making some of the girls to drop out

of school. Additionally, some families tend to have poor attitude towards girls' education that normally demotivates them also making them to drop out of school."

In keeping with words of the respondents above it is clear that lack of support services such as payment of school fees as well as motivation from parents and other stakeholders to study are some of the contributing factors to girls dropping out of school (Merayo and Ayuso, 2023). These findings they however agree with other observations made during interview discussions that;

"Some parents become uncooperative in situations where their daughter gets pregnant while at school. This is because, when the girl delivers some parents are not willing to be left with the baby at home for the girl to continue schooling making the girl to give up on their schooling hence ending up dropping out of school"

From these discussions it is clear and in support of quantitative findings that in order to provide opportunities for girls to participate in education there is need to provide support services such as sanitary towels, moral support, financial support along with care services for babies of teenage mothers in order for them to be able to attend classes.

4.4.1 Report on Influence of School Readmission Frameworks on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Secondary school girls and teachers participated on questionnaires during research to gather information on quantitative findings of influence of readmission policy framework and girls' participation in public secondary schools where their opinions were taken and recorded as shown below table in terms of frequencies and percentages on their level of agreement or disagreement with various statements in the questionnaires.

Table 11 Report on Teachers' Questionnaire on Influence of Readmission Framework and Girls' Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
School readmission policy interpretation has influenced girls' retention in secondary schools.	F	10	5	12	8	7
	%	23.81	11.90	28.57	19.05	16.67
Awareness creation on girls' education has impacted girls' retention in secondary school?	F	18	9	6	4	5
	%	42.86	21.43	14.29	9.52	11.90
Enacting school readmission policy framework can affect girls' retention in your school	F	26	6	4	2	4
	%	61.90	14.28	9.52	4.76	9.52
Fairer of government to enacting policy guidelines has led girls to poor completion of their studies in school	F	22	8	4	5	3
	%	52.38	19.05	9.52	11.90	7.14
School readmission policy can be used to ensure retention of girls in public secondary schools.	F	25	7	3	4	3
	%	59.52	16.67	7.14	9.52	7.14
What is your level of agreement that school readmission policy influences girls' participation in public secondary schools?	F	18	12	5	5	2
	%	42.86	28.57	11.90	11.90	4.76

Source; Researcher, 2024

On the account that school readmission policy interpretation has influenced girls' retention in secondary schools 23.81% (10) of teachers strongly agreed, 11.90% (5) agreed, 28.57%

(12) were undecided, 19.05% (8) disagreed and 16.67% (7) strongly disagreed. However, 42.86% (18) of teachers strongly agreed that awareness creation on girls' education has impacted girls' retention in secondary school while 21.43% (9) agreed, 14.29% (6) were undecided, 9.52% (4) disagreed while those who strongly disagreed contributed for 11.90% (5). The other statement was on enacting school readmission policy framework can affect girls' retention in your school where more than half of teacher participants strongly agreed at 61.90% (26), those who agreed were 14.28% (6), 9.52% (4) remained undecided, 4.76% (2) disagreed while 9.52% (4) strongly disagreed. On enacting policy by the government 52.38% (22) teachers were on the views that the government has failed to enact the policy leading to poor completion of girls in secondary schools. Nonetheless, 19.05% (8) of teacher participants agreed, 9.52% (4) were undecided, 11.90% (5) disagreed while only 7.14% (3) strongly disagreed. On use of policy to retain girls at school a good number of teachers at 59.52% (22) strongly agreed it can help while 16.67% (7) agreed but a small number of teachers at 7.14% (3) were undecided while those who disagreed contributed for 9.52% (4) and for those who strongly disagreed were 7.14% (3) of total number of teacher participants. In addition, general opinion of teachers was taken on whether use of readmission policy influences girls' participation in public secondary schools where 42.86% (18) of teacher respondents strongly agreed, 28.86% (12) agreed, 11.90% (5) were undecided same as those who disagreed at also 11.90% (5) but a small number of teacher respondents at 4.76% (2) strongly disagreed. What these findings indicate is that the government policy on readmission of teenage mothers back to school as not yet been implemented to the letter. On the other hand, secondary school girls were subjected to questionnaire on their opinion on readmission framework and girls' participation in secondary schools and results tabulated as shown below.

Table 12 Report on Girls' Questionnaire on Influence of Readmission Framework and Girls' Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
School readmission policy interpretation has influenced girls' retention in secondary schools.	F	50	76	32	10	12
	%	27.78	42.22	17.78	5.56	6.67
Awareness creation on girls' education has impacted girls' retention in secondary school?	F	88	40	12	18	22
	%	48.89	22.22	6.67	10.00	12.22
Enacting school readmission policy framework can affect girls' retention in your school	F	106	26	14	15	19
	%	58.89	14.44	7.78	8.33	10.56
Fairer of government to enacting policy guidelines has led girls to poor completion of their studies in school	F	94	38	24	13	11
	%	52.22	21.11	13.33	7.22	6.11
School readmission policy can be used to ensure retention of girls in public secondary schools.	F	101	27	23	13	16
	%	56.11	15.00	12.78	7.22	8.89
What is your level of agreement that school readmission policy influences girls' participation in public secondary schools?	F	43	82	30	10	15
	%	23.89	45.56	16.67	5.56	8.33

Source; Researcher, 2024

Pertaining to school readmission policy interpretation has influenced girls' retention in secondary schools 27.78% (50) of girls strongly agreed it has an impact, 42.22% (76) agreed,

17.78% (32) were undecided, 5.56% (10) disagreed while 6.67% (12) strongly disagreed. On second statement that awareness creation on girls' education has impacted girls' retention in secondary school a good number of girls at 48.89% (88) strongly agreed, 22.22% (40) agreed, 6.67% (12) were undecided, 10.00% (18) disagreed and 12.22% (22) strongly disagreed. When girls were asked whether enacting school readmission policy framework can affect girls' retention in school more than half of them at 58.89% (106) strongly agreed, 14.44% (26) agreed, 7.78% (14) were undecided, 8.33% (15) disagreed and 10.56% (19) strongly disagreed. However, fairer of government to enacting policy guidelines has led girls to poor completion of their studies in school because at least more than half of girls at 52.22% (94) strongly agreed it has, those who agreed made up to 21.11% (38) while 13.33% (24) were undecided, 7.22% (13) disagreed while 6.11% (11) strongly disagreed. In addition, 56.11% (101) of girls strongly agreed that school readmission policy can be used to ensure retention of girls in public secondary schools while those who agreed were 15.00% (27) and 12.78% (23) were undecided, 7.22% (13) disagreed, 8.89% (16) strongly disagreed. Also, as it was in the case for teachers' girls were also examined on their views on influence of readmission framework on girls' participation where 23.89% (43) strongly agreed, 45.56% (82) agreed, 16.67% (30) were undecided, 5.56% (10) disagreed and 8.33% (15) strongly disagreed. Therefore, from these observations it can be argued that government policy on readmission of teenage mothers back to school has yet been very effective.

4.4.2 Report on Influence of School Readmission Frameworks on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Frequencies of teachers and girls on their views on readmission framework influence it has on girls' participation in public secondary schools were analyzed as shown in table below.

Table 13 Analysis of Teachers' and Girls' frequencies on Readmission Framework and Girls Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Category	SA	A	U	D	SD
Teachers (X)	18	12	5	5	2
Girls (Y)	43	82	30	10	15

Source; Researcher, 2024

Girls' and teachers' frequencies were further subjected to analysis in order to establish the relationship that exist between readmission framework and girls' participation in public secondary schools as illustrated below.

Table 14 Karl Pearson Analysis of Frequencies of Readmission Framework and Girls' Participation in Public Secondary Schools.

X	Y	X ²	Y ²	XY
18	43	324	1849	774
12	82	144	6724	984
5	30	25	900	150
5	10	25	100	50
2	15	4	225	30
$\sum X = 42$	$\sum Y = 180$	$\sum X^2 = 522$	$\sum Y^2 = 9798$	$\sum XY = 1988$

Source; Researcher, 2024

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{5(1988) - (42 \times 180)}{\sqrt{\{5(522) - (42 \times 42)\} \{5(9798) - (180 \times 180)\}}}$$

$$r = \frac{9940 - 7560}{\sqrt{846 \times 16590}}$$

$$r = \frac{2380}{\sqrt{14035140}}$$

$$r = \frac{2380}{3746.350224}$$

$$r = 0.635284972$$

The margin of error was set at 0.05 where the range of r was taken as -1 to $+1$ where the value of r is close to zero there was a weak relationship but when the value was close to -1 there was a strong negative relationship and when close to $+1$ there was a strong positive relationship. From these analysis r calculated was found to be **0.635284972** meaning that there is a strong positive relationship between readmission framework and girls' participation in public secondary schools.

4.4.3 Thematic Analysis of Findings on Influence of School Readmission Frameworks on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Guidance and counselling teachers and principals participated in interviews while parents were engaged in focus group discussion guide to obtain qualitative information for analysis.

During the interview one of the respondents noted that;

“Teenage mothers before they get readmitted back into our school, we normally do counselling to these affected girls and their parents so that the girls may not suffer from emotional stress when they get back into class. The parents are also informed on their important role of supporting the teenage mother to facilitate their learning”

From this respondent it is important to note that there is need for having an organized procedures for facilitating girls back to school not just getting back to class without having been counselled including their parents so that the girls can be able to cope up with their situations they normally go through during teenage pregnancies and be able to go back to

school and proceed with their studies. These observations are however in support of views of another participant during discussions who noted that;

“Some teenage mothers they normally fear to resume schooling after delivery. This is because some teenage mothers they normally feel embarrassed to face the school environment and their esteem is normally very low at that time which normally contribute to their discontinuing with their studies at school”

From this discussion it agrees with Baafi, (2020) who observed that teenage pregnancy is one of the factors leading to poor participation of girls in public secondary schools and there is need for having a structured way of making follow up on their whereabouts after delivery and facilitate their re-enrollment back to school.

4.5.1 Report on Parental Involvement on Influence on Girls’ Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

In order to establish the impact of parental involvement on girls’ participation teachers and secondary school girls were given questionnaires to gather quantitative data and results presented in form of frequency tables and percentages as demonstrated below.

Table 15 Report on Teachers' Frequencies on Influence of Parental Involvement on Girls Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
Parental financial support has enabled smooth readmission of teenage mothers enabling them to complete secondary education.	F	23	10	3	4	2
	%	54.76	23.81	7.14	9.52	4.76
Parental moral support of teenage mothers has enhanced completion rate of girls in secondary schools?	F	24	9	4	2	3
	%	57.14	21.43	9.52	4.76	7.14
Parents attending school related workshops has enabled teenage mothers to have increased school attendance.	F	13	16	5	4	4
	%	30.95	38.10	11.90	9.52	9.52
Parents face challenges when supporting teenage mothers being readmitted back to school for girls who have been out of school for a long time to enable their completion due to school programs.	F	12	15	4	8	3
	%	28.57	35.71	9.52	19.47	7.14
Government policy on readmission of teenage mothers back to school being unconditional has enabled parents to take back teenage mothers to school enabling their completion	F	17	13	3	5	4
	%	40.48	30.95	7.14	11.90	9.52

To what level do you agree that parental involvement influences girls' participation in public secondary schools?	F	20	15	2	2	3
	%	47.62	35.71	4.76	4.76	7.14

Source; Researcher, 2024

Teachers gave their opinion on parental financial support whether has enabled smooth readmission of teenage mothers enabling them to complete secondary education where more than half of teachers at 54.76% (23) strongly agreed, 23.81% (10) agreed, 7.14% (3) remained undecided, 9.52% (4) disagreed while those who strongly disagreed were 4.76% (2). Also, higher number of teachers at 57.14% (24) strongly agreed that parental moral support of teenage mothers has enhanced completion rate of girls in secondary schools while those who agreed were 21.43% (9) but 9.52% (4) were undecided, 4.76% (2) disagreed and 7.14% (3) strongly disagreed. However, on parents attending school related workshops has enabled teenage mothers to have increased school attendance 30.95% (13) strongly agreed 38.10% (16) agreed, 11.90% (5) were undecided, 9.52% (4) disagreed and 9.52% (4). On parents' face challenges when supporting teenage mothers being readmitted back to school for girls who have been out of school for a long time to enable their completion due to school programs 28.57% (12) strongly agreed, 35.71% (15) agreed, 9.52% (4) were undecided, 19.47% (8) disagreed while 7.14% (3) strongly disagreed. Teachers when asked on government policy on readmission of teenage mothers back to school be unconditional has enabled parents to take back teenage mothers to school enabling their completion 40.48% (17) of teachers strongly agreed, 30.95% (13) agreed, 7.14% (3) were undecided, 11.90% (5) disagreed and 9.52% (4) strongly disagreed. Moreover, teachers gave their views on impact of parental involvement and girls participation influence in public secondary schools where a majority of teachers at 47.62% (20) strongly agreed, 35.71% (15) agreed, 4.76% (2) were undecided, 4.76% (2) disagreed and 7.14% (3) strongly disagreed. These findings indicate that teachers

to a large extent agrees that parental involvement in girls' participation in secondary schools is very crucial. Also, girls' who participated in research their views were recorded as demonstrated below.

Table 16 Report on Girls' Questionnaire on Influence of Parental Involvement on Girls' Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
Parental financial support has enabled smooth readmission of teenage mothers enabling them to complete secondary education.	F	94	50	18	8	10
	%	52.22	27.78	10.00	4.44	5.56
Parental moral support of teenage mothers has enhanced completion rate of girls in secondary schools?	F	104	29	16	12	19
	%	57.78	16.11	8.89	6.67	10.56
Parents attending school related workshops has enabled teenage mothers to have increased school attendance.	F	80	40	15	24	21
	%	44.44	22.22	8.33	13.33	11.67
Parents face challenges when supporting teenage mothers being readmitted back to school for girls who have been out of school for a long time to enable their completion due to school programs.	F	65	80	20	7	8
	%	36.11	44.44	11.11	3.89	4.44
Government policy on readmission of teenage mothers back to school being unconditional has	F	70	63	17	19	11
	%	38.89	35.00	9.44	10.56	6.11

enabled parents to take back teenage mothers to school enabling their completion

To what level do you agree that parental involvement influences girls' participation in public secondary schools?	F	44	81	30	10	15
	%	24.44	45.00	16.67	5.56	8.33

Source; Researcher, 2024

As it was in the case of questionnaire responses for teachers also more than half of girls at 52.22% (94) strongly agreed that parental financial support has enabled smooth readmission of teenage mothers enabling them to complete secondary education, 27.78% (50) agreed, 10.00% (18) were undecided, 4.44% (8) disagreed and 5.56% (10) strongly disagreed. Also, more than half number of girls at 57.78% (104) strongly agreed that parental moral support of teenage mothers has enhanced completion rate of girls in secondary schools while 16.11% (29) agreed, 8.89% (16) were undecided, 6.67% (12) disagreed and 10.56% (19) strongly disagreed. On the issue of parents attending school related workshops has enabled teenage mothers to have increased school attendance 44.44% (80) strongly agreed, 22.22% (40) agreed, 8.33% (15) were undecided, 13.33% (24) disagreed and 11.67% (21) strongly disagreed. In addition, girls gave their views on parents' face challenges when supporting teenage mothers being readmitted back to school for girls who have been out of school for a long time to enable their completion due to school programs 36.11% (65) of girls strongly agreed, 44.44% (80) agreed, 11.11% (20) were undecided, 3.89% (7) disagreed while 4.44% (8) strongly disagreed. However, government policy on readmission of teenage mothers back to school being unconditional has enabled parents to take back teenage mothers to school enabling their completion 38.89% (70) of girls strongly agreed, 35.00% (63) agreed, 9.44% (17) remained undecided but 10.56% (19) disagreed while 6.11% (11) strongly disagreed. Further, girls were examined on their opinion on influence of parental involvement on girls'

participation where 24.44% (44) strongly agreed, 45.00% (81) agreed, 16.67% (30) remained undecided, 5.56% (10) disagreed and 8.33% (15) strongly disagreed. These findings bring out that involvement of parents is very important for maintaining girls in schools hence their participation.

4.5.2 Inferential Findings on Parental Involvement on Influence on Girls' Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Frequencies of girls' and teachers were analyzed to establish relationship of parental involvement and girls' participation in secondary public schools as demonstrated below.

Table 17 Analysis of Teachers' and Girls' Frequencies on Influence of Parental Involvement on Girls Participation in Public secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Category	SA	A	U	D	SD
Teachers (X)	20	15	2	2	3
Girls (Y)	44	81	30	10	15

Source; Researcher, 2024

Above frequencies were then subjected to Karl Pearson Correlation relationship coefficient in order to establish relationship of parental involvement on girls' participation as demonstrated in table 18 below.

Table 18 Karl Pearson Analysis of Parental Involvement and Girls Participation in Public Secondary Schools

X	Y	X ²	Y ²	XY
20	44	400	1936	880
15	81	225	6561	1215
2	30	4	900	60
2	10	4	100	20
3	15	9	225	45

$$\Sigma X = 42 \quad \Sigma Y = 180 \quad \Sigma X^2 = 642 \quad \Sigma Y^2 = 9722 \quad \Sigma XY = 2220$$

Source; Researcher, 2024

$$r = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r = \frac{5(2220) - (42 \times 180)}{\sqrt{\{5(642) - (42 \times 42)\} \{5(9722) - (180 \times 180)\}}}$$

$$r = \frac{11100 - 7560}{\sqrt{1446 \times 16210}}$$

$$r = \frac{3540}{\sqrt{23439660}}$$

$$r = \frac{3540}{4841.452261}$$

$$r = 0.731185563$$

The margin of error was set at 0.05 where the range of **r** was taken as **-1** to **+1** where the value of **r** is close to zero there was a weak relationship but when the value was close to **-1** there was a strong negative relationship and when close to **+1** there was a strong positive relationship. The Karl Pearson calculated **r** was found to be **0.731185563** meaning that there was a high positive relationship between parental involvement and girls' participation in public secondary schools in Ganze Sub-County, Kenya.

4.5.3 Thematic Analysis on Findings on Parental Involvement on Influence on Girls' Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Principals together with guidance and counselling teachers participated in interviews on parental involvement and girls' participation in public secondary schools while parents

participated in focus group discussions. During an interview one of the participants observed that;

“During parents meeting in school sometimes we engage a professional counsellor to talk to our parents as well guide them on how best to handle teenage mothers among other issues so that our girls can be well maintained in school to enable them pursue their studies. In addition, where a girl gets pregnant while still undergoing schooling follow ups are normally done to the parent so that the girl can come back to school although there has been a challenge because some parents tend to become uncooperative and, in such situations, there is nothing much we may be able to do.”

In keeping with words of the participant it is important for parents to participate in the welfare of their girls while at school. In addition, these findings agree with quantitative findings that involvement of parents in girls’ education has an impact on their participation at school. However, these findings were in support with views of another respondent who noted that;

“Our school normally provide guidance to parents on how best they can assist and motivate the girls to be in school especially when they find themselves falling into the shoes of teenage mothers. This has assisted in bring back girls who had dropped out of school but where the challenge has been is when the girls get back to class as they tend to feel embarrassed and also feels mocked by some of their fellow students making them feel very uncomfortable in school and sometimes has caused their dropping out of school.”

According to the respondent above it is clear and important for parents and teachers to come together and provide assistance of whatever nature to the teenage mothers especially psycho-social support to enable them complete school. In addition, Alieva, (2021) notes that it is also of important to encourage as well as guide other students on embracing teenage mothers.

4.6.1 Report on Access to Guidance and Counselling Services on Girl’s Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya.

In order to establish influence of access to guidance and counselling on girls’ participation in secondary public schools’ teachers and girls in secondary schools were subjected to questionnaires where results obtained were recorded in form of frequency tables and percentages as demonstrated below.

Table 19 Report on Teachers' Questionnaire on Influence of Access to Guidance and Counselling on Girls' Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
Availability of career guidance has a big role in ensuring effective retention of girls in secondary schools.	F	17	14	4	3	4
	%	40.48	33.33	9.52	7.14	9.52
Career Guidance and counseling are effectively done to facilitate school attendance or completion of girls in secondary schools?	F	9	14	3	11	5
	%	21.43	33.33	7.14	26.19	11.90
Training guidance and counselling teachers can be used to enhance retention or increased school attendance hence completion of girls in secondary schools?	F	20	9	4	6	3
	%	47.62	21.43	9.52	14.29	7.14
Availability of trained teachers has been effectively used in relation to retention or increased school attendance hence completion of girls in schools?	F	8	12	6	9	7
	%	19.05	28.57	14.29	21.43	16.67

What is your view that access to guidance and	F	23	10	2	3	4
counselling influence girls' participation in public	%	54.76	23.81	4.76	7.14	9.52
secondary schools?						

Source; Researcher, 2024

When teachers were asked on availability of career guidance has a big role in ensuring effective retention of girls in secondary schools 40.48% (17) strongly agreed, 33.33% (14) agreed, 9.52% (4) were undecided, those who disagreed were 7.14% (3) and 9.52% (4) strongly disagreed. However, 21.43% (9) strongly agreed that career guidance and counseling are effectively done to facilitate school attendance or completion of girls in secondary schools while those who agreed were slightly higher at 33.33% (14) but those who remained undecided were 7.14% (3) and 26.19% (11) disagreed as well as those who strongly disagreed at 11.90% (5). The other issue was on training guidance and counselling teachers can be used to enhance retention or increased school attendance hence completion of girls in secondary schools where 47.62% (20) of teachers strongly agreed, 21.43% (9) agreed, 9.52% (4) were undecided, 14.29% (6) disagreed and 7.14% (3) strongly disagreed. Also, teachers were asked on whether availability of trained teachers has been effectively used in relation to retention or increased school attendance hence completion of girls in schools 19.05% (8) strongly agreed, 28.57% (12) agreed, 14.29% (6) remained undecided, 21.43% (9) disagreed while 16.67% (7) strongly disagreed. Moreover, teachers gave their opinion on influence of access to guidance and counselling on girls' participation in public secondary schools where 54.76% (23) strongly agreed, those teacher participants who agreed were 23.81% (10) while 4.76% (2) were undecided, 7.14% (3) disagreed while 9.52% (4) strongly disagreed. Additionally, girls were also given questionnaires where their responses were as illustrated in the table below.

Table 20 Report on Girls Questionnaire on Influence of Access to Guidance and Counselling and Girls Participation in secondary Public Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
Availability of career guidance has a big role in ensuring effective retention of girls in secondary schools.	F	60	78	18	10	14
	%	33.33	43.33	10.00	5.56	7.78
Career Guidance and counseling are effectively done to facilitate school attendance or completion of girls in secondary schools?	F	50	70	15	25	20
	%	27.78	38.89	8.33	13.89	11.11
Training guidance and counselling teachers can be used to enhance retention or increased school attendance hence completion of girls in secondary schools?	F	93	38	10	24	15
	%	51.67	21.11	5.56	13.33	8.33
Availability of trained teachers has been effectively used in relation to retention or	F	53	67	26	18	16
	%	29.44	37.22	14.44	10.00	8.89

increased school attendance hence completion of girls in schools?

What is your view that access to guidance and counselling influence girls' participation in public secondary schools?	F	96	48	10	10	16
	%	53.33	26.67	5.56	5.56	8.89

Source; Researcher, 2024

Girls in secondary schools when they were asked on availability of career guidance has a big role in ensuring effective retention of girls in secondary schools, 33.33% (60) strongly agreed, 43.33% (78) agreed, 10.00% (18) were undecided, 5.56% (10) disagreed while those who strongly disagreed were 7.78% (14). Secondly, 27.78% (50) strongly agreed that career guidance and counseling are effectively done to facilitate school attendance or completion of girls in secondary schools while those who agreed were 38.89% (70), those who were undecided were 8.33% (15), 13.89% (25) disagreed and 11.11% (20) strongly disagreeing. A good number of teachers at 51.67% (93) strongly agreed that training guidance and counselling teachers can be used to enhance retention or increased school attendance hence completion of girls in secondary schools, 21.11% (38) agreed, 5.56% (10) were undecided, 13.33% (24) disagreed while 8.33% (strongly disagreed). On the issue of availability of trained teachers has been effectively used in relation to retention or increased school attendance hence completion of girls in schools, 37.22% (67) strongly agreed, 29.44% (53) agreed, 14.44% (26) were undecided, 10.00% (18) disagreed and 8.89% (16) strongly disagreed. However, when girls were asked on their views of access to guidance and counselling influence girls' participation in secondary public schools 26.67% (48), more than half of the girls also agreed at 53.33% (96), those who remained undecided were 5.56% (10), 5.56% (10) disagreed and 8.89% (16) strongly disagreed.

4.6.2 Inferential Findings on Access to Guidance and Counselling Services on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Frequencies from teachers' and girls' questionnaires were further subjected to analysis so that to establish the kind of relationship that exist between access to guidance and counselling and girls' participation in public secondary schools in Ganze Sub-County as demonstrated below.

Table 21 Analysis of Teachers' and Girls' Frequencies on Influence of Access to Guidance and Counselling and Girls' Participation in Public Secondary Schools

Key; SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Category	SA	A	U	D	SD
Teachers (X)	23	10	2	3	4
Girls (Y)	96	48	10	10	16

Source; Researcher, 2024

These data were further subjected to Karl Pearson Correlation coefficient to establish how access to guidance and counselling relates to girls' participation in Ganze Sub-County public secondary schools as shown in table below.

Table 22 Karl Pearson Analysis of Influence of Access to Guidance and Counselling and Girls Participation in Public Secondary Schools

X	Y	X^2	Y^2	XY
23	96	529	9216	2208
10	48	100	2304	480
2	10	4	100	20

3	10	9	100	30
4	16	16	256	64
$\Sigma X = 42$	$\Sigma Y = 180$	$\Sigma X^2 = 658$	$\Sigma Y^2 = 11976$	$\Sigma XY = 2802$

Source; Researcher, 2024

$$\frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r = \frac{5(2802) - (42 \times 180)}{\sqrt{\{5(642) - (42 \times 42)\} \{5(9722) - (180 \times 180)\}}}$$

$$r = \frac{14010 - 7560}{\sqrt{1526 \times 27480}}$$

$$r = \frac{6450}{\sqrt{41934480}}$$

$$r = \frac{6450}{6475.683748}$$

$$r = 0.996033816$$

The margin of error was set at 0.05 where the range of **r** was taken as **-1** to **+1** where the value of **r** is close to zero there was a weak relationship but when the value was close to **-1** there was a strong negative relationship and when close to **+1** there was a strong positive relationship. Findings revealed that the **r** calculated was **0.996033816** indicating that there is a high positive relationship between access to guidance and counselling and girls' participation in public secondary schools in Ganze Sub-County public secondary schools.

4.6.3 Thematic Analysis of Findings on Access to Guidance and Counselling Services on Girl's Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County, Kenya

Parents were engaged in focus group during data collection while interviews were conducted among guidance and counselling teachers and principals in order to obtain qualitative information on influence of access to guidance and counselling and girls' participation in public secondary schools. However, during an interview on of the participant noted that;

“ Some of our students appears not only to have problems in schools but are really going a lot of family conflicts that may even require professional guidance and counselling that involves not only the affected girls but also their parents although one of the problem we are facing is that the guidance and counselling teachers we have are not professionals in the field and also may not have adequate time for guidance and counselling for cases that require a lot of follow ups and involving parents due to the heavy workloads they are battling with. What normally happens for such girls sometimes they are not able to coup up with schooling due to the challenges they face hence ending up dropping out of school.”

According to this participant is evident that some family conflicts back at home is one of the problems girls are facing and some of them they end up making girls to drop out of school. In addition, Haberland, (2015) illustrates that there is deficiency of professional counsellors among public secondary schools. These observations were further supported by a participant during focus group discussions who observed that;

“There has been a lot of moral degradation in the society that has really exposed girls to so many dangers including early pregnancies and parents to a large extent has really neglected their role of parenting leaving girls exposed. In fact, girls are not the problem but they are facing problems that is why girls cannot be fully committed to their education therefore we need counsellors to bring back these girls back to school.”

Therefore, psycho social support is a very important component in education welfare of girls while at school hence necessary to support them in whichever way to enable them to carry on with their studies at school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter five addressed summary of research findings based on objectives of the study which were availability of support services, readmission framework, parental engagement and access to guidance and counselling on their influence to girls' participation in public secondary schools. Also, conclusions influence on institutional management practices on girls' participation were made and both recommendations for practice together with recommendations for further studies given.

5.1 Summary of Research Findings

The study findings indicated a high response rate of 346 participants out of the sampled 366 respondents contributing to a response rate of 94.54% which was appropriate to give objective observations and conclusions. However, there was adequate gender disparity across all respondents and importantly to note it was observed that a majority of the parents at 58.33% (70) who participate in education welfare of their students particularly girls in secondary schools who were the focus for the study were female parents as male parents contributed for

41.67% (50). All principals who participated in the study had a post graduate qualification while guidance and counselling teachers had a degree in education but majority of the parents at 66.67% (80) had a certificate level of education. However, it was also noted that majority of the girls who participated in research were in the ages of 19 years and above at 67.78% (122) , followed by the age of 17 years to 18 years at 22.22% (40) while those formed in the minority were at the age of 16 years or below at 10.00% (18).

5.1.1 Availability of support Services and Girls' Participation in Public Secondary Schools

Support services were found to be very important to facilitate girls being in school. This is because both teachers and girls agreed that provision of sanitary towels, clean toilets and proper hygiene including clean food and water are some of the support services available for girls in school that enable their being in school. However, it was observed that high poverty level among some families acts as a hindrance to some girls attending school because their families are not in a position to support them with necessities such as sanitary towels hence have to miss school for three to four days during each menstrual cycle. Parents were also noted to lack adequate skills or importance of providing psycho social support for teenage mothers to be back to school as these mothers were found to have the feeling of embarrassment making them to drop out of school. Financial support services for girls' daily undertakings were also established as an important role for the parent because secondary schools' girls are not working and they may be in need of essential personal effects to make them comfortable while at school. Moreover, on the relationship that exist between availability of support services and girls' participation in public secondary schools it was established to have a high positive relationship of $r = 0.969088905$. Therefore, in order to

have girls in school and complete their studies it is important for all educational stakeholders such as political leaders, well-wishers, religious organizations among others to come in hand and provide necessary support services to girls in schools such as sanitary towels, financial support in terms of bursaries to enable girls obtain education in a more comfortable way while at school.

5.1.2 Readmission Framework and Girls' Participation in Public Secondary Schools

The government of Kenya through the ministry of education in its policy guidelines stipulates that there shall be unconditional readmission of teenage mothers back to school. However, it was established that creation of this awareness has in an extent facilitated a number of teenage mothers being back to school although it has been surrounded by several challenges for example some girls refusing to go back to school as they feel embarrassed. Moreover, some parents or guardians in some cases become uncooperative and are not willing to act as care givers to babies of these girls to provide an opportunity for them to go back to school. Therefore, some girls tend to engage into early marriages in place of continuing with their education course. For those girls who get readmitted back to school due to teenage pregnancies it was also established that there lack clear guidelines to be followed like provision of guidance and counselling to both the teenage mother and parent or guardian so that the parent or care giver can identify that has a responsibility in providing necessary assistance to such a teenage mother to be in school as well as assist the teenage mother to come out of the embarrassment they face for being mother while schooling as it is was found to be taken by the society as a since or irresponsibility to the girl. However, when Karl Pearson was calculated to establish the kind of relationship that exist between readmission

framework and girls' participation in public secondary schools it was found to have a positive relationship of $r = 0.635284972$.

5.1.3 Parental Involvement and Girls' Participation in Public Secondary Schools

Engaging parents on education matters of girls is an important activity for the welfare of girls while in school. This is because both teachers and girls agreed that parental financial support goes a long way in facilitating girls to meet their essential personal effects because they are not working. Also, parents ensuring that there is timely fees payment for the girls allows them to be in school at all times hence contributes to their academic excellence. In addition, parents were found to be a very important instrument in providing moral support to teenage girls and especially those who are mothers in encouraging them to study as well as assisting them overcome sense of embarrassment they may feel due to perception of the society as a sense of irresponsibility. However, parents attending school activities was another activity found important for the academic welfare of the girl while at school. This is because at these engagements such as workshops parents got enlightened on the importance of their girls being in school as some of the parents were found to have low levels of education hence an important platform for civic education hence consequently parents will be able to facilitate girls being in school. Also, these engagements with parents were also found to go a long way in maintaining discipline of the girls collectively from school and at home contributing to not only girls' retention in schools but also improvement in their academic performance. However, Karl Pearson on relationship between parental involvement and girls' participation in public secondary schools shown that there is a positive relationship of $r = 0.731185563$ hence the need of the parents to participate in school affairs.

5.1.4 Access to Guidance and Counselling and Girls' Participation in Public Secondary Schools

Availability of career guidance while at school was found to be a big millstone for girls to be in school. This is because it helps them identify themselves as well as their potentials therefore are able to focus onto their future careers which act as motivation to study therefore making them to retain in school. Secondly, availability of trained teachers in guidance and counselling was found to be a limiting factor to achieve the purpose of guidance and counselling to girls. This is because all the teachers who acted in the capacity of guidance and counselling were not professionals in the field despite being qualified teachers therefore objectivity could not have been appropriately achieved. Also, another issue of importance noted is lack of organized psycho social support programs for girls while in school as it was established that girls are not only facing problems while at schools but some of the problems, they encounter emanate from family conflicts where these troubled girls may be suffering emotionally hence need for psycho social support to maintain them in schools. Moreover, inadequacy of teachers was another factor leading to deficiency in guidance and counselling programs or even individual attention to certain cases because most of the teachers are battling with heavy workloads limiting time available for them for guidance and counselling for the girls. Generally, guidance and counselling were established to have a high positive relationship to girls' participation in public secondary schools of $r = 0.996033816$.

5.2 Conclusions

The research data indicated that;

1. Availability of support services, readmission framework, parental engagement and access to guidance and counselling as some of the institutional management practices if well addressed contributes to girls' participation in public secondary schools.

2. Support services available for girls mostly were identified as provision of sanitary towels, financial support and clean toilets.
3. Parental involvement is a practice that cannot be avoided in ensuring girls participate in secondary schools' education therefore mechanisms to involve parents on girls' education has to be enhanced.
4. It was found important to come up with more clear guidelines on readmission of teenage mothers back to school and parents are an important instrument through their engagement practices.

5.3 Recommendations

Recommendations for the study were also made for both practice and further interrogations.

5.3.1 Recommendations for Practice

- (i) Educational stakeholders such as political leaders, religious organization, school communities, Non-Governmental Organizations should come up with support services for girls while in secondary public schools such as provision of sanitary towels to make them comfortable while at school as some of the girls who come from poor financial backgrounds face challenges in accessing such essential support services.
- (ii) The Ministry of education can enhance readmission policy of teenage mothers by providing guidelines for readmission such as provision of professional guidance and counselling to both teenage mothers and parents or guardians to provide an enabling environment for teenage girls as they get back to school.

- (iii) Educational stakeholders such as religious organizations, political leaders, main stream media to be the fore front in provision of civic education to parents and society at large on importance of girls' education as still there exists some cultures that have not yet fully embraced girls' education as well as importance of provision of care to teenage mothers to be able to resume schooling.
- (iv) The government through Teachers Service Commission to employ more teachers as well ensure there is adequate training of teachers in guidance and counselling to equip them with necessary knowledge and skills as majority of teachers were found to lack formal training in guidance and counselling.

5.3.2 Recommendations for Further Research

Research may be carried out in the following areas

- (i) Stakeholders' engagement practices and girls' participation in public secondary schools
- (ii) Ethnic conflicts management practices and girls' participation in public secondary schools.

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Appendix I Self-Introductory Letter

Dear participant,

RE: REQUEST FOR PERMISSION FOR RESEARCH

Am a Mount Kenya University student taking a course in **Master of Education** specializing on educational leadership and Management. In my study, I am required to submit a project on **Influence of Institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya**. Therefore, in order to attain this, you have been selected to participate in the research hence request for your cooperation and for every piece of information that you will provide will only be used for purpose of research.

Your assistance shall be highly appreciated.

Yours faithfully,

Peter Musila Kimeu

Appendix II Informed Consent Form

Dear respondent,

Am a **Mount Kenya University** student taking a course in **Master of Education** in Educational Leadership and Management, conducting research on **Influence of Institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya** and you are humbly requested to take some of your time to best of your knowledge respond to questions that you will be asked. However, for all information you give will be handled with confidentiality and there shall be no personal identification for the research. Notably, participation is willingly and each party has the freedom to withdraw at any point without explanations and no course of action can be taken for withdrawal. Also, note that this is academic research therefore will not benefit you in any way as it is voluntary. If willing to participate, please sign below but for any grievances, kindly channel to;

THE CHAIRMAN,

MKU ERC,

P. O. Box 342-01000,

THIKA

Participant:

Participant code

Signature

Date

Researcher:

Peter Musila Kimeu

Name of Researcher

Signature

Date

Appendix III Parents' Consent Form

Dear Parent,

REF: REQUEST FOR CONSENT TO SUBJECT YOUR DAUGHTER TO RESEARCH

Researcher is a Bonafede student of Mount Kenya University pursuing a master degree in education management administration and leadership carrying out a research study on **Influence of Institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya.** This is a kind request to allow your daughter to participate in a research study intended to take place in Ganze Sub-County public secondary schools between the period of July, 2024 and September, 2024. The information being gathered is purely academic and there shall be no benefits for her participation as it shall be voluntary involvement in research.

Your consent is highly appreciated

Yours faithfully,

Peter Musila Kimeu

Appendix IV Girls' Assent Form

Dear participant;

We students of Mount Kenya university of master of education in education management and leadership are conducting research on **Influence of Institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya**. We are kindly seeking your consent to be our respondent because you are among the students in Ganze Sub-County secondary schools. Recommendations will be welcome and such information as it is gathered will be disseminated but certain confidential data will remain private but if you do not wish to take part in this research you can decline or opt-out even if your parent or legal guardians have agreed to. You may also talk about anything in this research with your friends, relatives, parents or guardian or any other person of your choice with whom you feel comfortable to talk before you conclude to participate in the research therefore do not hasten to make a decision. Interrogation of this kind may be quite unfamiliar to you and if there are any words or things that you do not understand you can ask for more explanations at any one point.

1. What are the main support services that you normally have in your school as you ensure there is increased school attendance of girls in Ganze Constituency public secondary schools?
2. What is the influence of provision of sanitary towels in effective retention of girls in your school?
3. How do clean toilets, food water hygiene and sanitation influence school attendance of girls in your school?
4. As the principal, which institutional management practices has placed to ensure that there is successful completion of girls from secondary school to tertiary institutions without dropping out of school along the way?

Section C: School readmission framework and girls' participation in public secondary schools

1. What is the importance of school readmission policy interpretation in your school in enhancing girls' participation?
2. What influence does awareness creation on school readmission policy has on length of stay out of school for the girls before readmission for the retention of girls at school?
3. What influence does readmission of girls has on their completion of secondary education?
4. What are some of the challenges you face when readmitting girls who have been out of school back to class as concerns your school programs?
5. The government in effort to ensure retention, transition and completion of girls in secondary schools in its policy through Ministry of Education provides for readmission of teen mothers back to school to be unconditional readmission, that is;

that all teen mothers of school age should be allowed to return to school. What is your opinion?

Section D: Parental involvement and girls' participation in public secondary schools

1. What influence does parental financial support has on girls' retention in your school?
2. What is the impact of parents attending school related workshops on girls' school attendance in your school?
3. What is the impact of parental moral support in regard to completion of girls in your school?
4. What is your opinion on fairer of government to timely disburse funds to schools' accounts in the month before school opens as stipulated in the FSE policy guidelines on girls' participation?
5. What are some of best ways parental involvement can be used to ensure retention or high completion of girls in secondary schools?

Section E: Access to guidance and counselling and girls' participation in public secondary schools

1. In your opinion do you think career guidance has a big role in ensuring effective retention or increased school attendance or completion of girls in public secondary schools?
2. What do you think can be done to ensure training of guidance and counselling teachers is effectively done to facilitate retention or increased school attendance or high completion rate of girls in public secondary schools?

3. How do you think availability of trained teachers in public secondary schools can be used to enhance retention or increased school attendance or high completion rate of girls in public secondary schools?
4. What is the implication of career guidance in relation to retention or increased school attendance or high completion rate of girls in public secondary schools?

Appendix VI Focus Group Discussion Guide for Parents

Dear participant,

Am a **Mount Kenya University** student taking a course in **Master of Education** in Education management and leadership researching on **Influence of Institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya**. For all the information you provide will be confidential and only used for the purpose of the study.

Section A: General Information

Instruction: Please tick against your most appropriate response and fill the spaces provided.

1. Gender: Male [] Female []
2. Highest level of education qualification.

Postgraduate Degree	[]
Undergraduate Degree	[]
Diploma	[]

Section B: Availability of support services and girls' participation in public secondary schools

1. What are the main support services that you normally have in your school as you ensure there is increased school attendance of girls in Ganze Constituency public secondary schools?
2. What is the influence of provision of sanitary towels in effective retention of girls in your school?
3. How do clean toilets, food water hygiene and sanitation influence school attendance of girls in your school?
4. As the principal, which institutional management practices has placed to ensure that there is successful completion of girls from secondary school to tertiary institutions without dropping out of school along the way?

Section C: School readmission framework and girls' participation in public secondary schools

1. What is the importance of school readmission policy interpretation in your school in enhancing girls' participation?
2. What influence does awareness creation on school readmission policy has on length of stay out of school for the girls before readmission for the retention of girls at school?
3. What influence does readmission of girls has on their completion of secondary education?
4. What are some of the challenges you face when readmitting girls who have been out of school back to class as concerns your school programs?
5. The government in effort to ensure retention, transition and completion of girls in secondary schools in its policy through Ministry of Education provides for readmission of teen mothers back to school to be unconditional readmission, that is; that all teen mothers of school age should be allowed to return to school. What is your opinion?

Section D: Parental involvement and girls' participation in public secondary schools

1. What influence does parental financial support has on girls' retention in your school?
2. What is the impact of parents attending school related workshops on girls' school attendance in your school?
3. What is the impact of parental moral support in regard to completion of girls in your school?
4. What is your opinion on fairer of government to timely disburse funds to schools' accounts in the month before school opens as stipulated in the FSE policy guidelines on girls' participation?
5. What are some of best ways parental involvement can be used to ensure retention or high completion of girls in secondary schools?

Section E: Access to guidance and counselling and girls' participation in public secondary schools

1. In your opinion do you think career guidance has a big role in ensuring effective retention or increased school attendance or completion of girls in public secondary schools?
2. What do you think can be done to ensure training of guidance and counselling teachers is effectively done to facilitate retention or increased school attendance or high completion rate of girls in public secondary schools?
3. How do you think availability of trained teachers in public secondary schools can be used to enhance retention or increased school attendance or high completion rate of girls in public secondary schools?
4. What is the implication of career guidance in relation to retention or increased school attendance or high completion rate of girls in public secondary schools?

Appendix VII Questionnaires for Teachers

Dear Respondent,

Am a **Mount Kenya University** student taking a course in **Master of Education** in education management and leadership researching on **Influence of Institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya**. All information you provide will be treated with a lot of confidentiality for the purpose of research.

Section A: General Information

Instruction: As you fill the spaces provided appropriately kindly tick against your most suitable answer.

1. Gender: Male Female
2. Highest level of education qualification.
Postgraduate Degree
Undergraduate Degree
Diploma

Section B: Availability of support services and girls' participation in public secondary.

Rate the extent to which availability of support services influence on girls' participation in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** - Disagree **SD** - Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Provision of sanitary towels in schools enhances retention, of girls in public secondary schools					
2.	Adequate classrooms help girls' retention in public secondary schools					
3.	Food water hygiene sanitation has enabled girls' completion in public secondary schools.					
4.	Institution has laid strategies to ensure that there is successful transition of girls in secondary school.					
5.	Clean toilets for girls' education in school has increased school attendance for girls in secondary schools.					

6.	To what extent do you agree that availability of support services influence girls' participation in public secondary schools.					
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Section C: School readmission frameworks and girls' participation in public secondary schools.

Rate the extent to which school readmission frameworks influence girls' participation in public secondary schools.

Key: SA-Strongly Agree A-Agree U- Undecided D - Disagree SD - Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	School readmission policy interpretation has influenced girls' retention in secondary schools.					
2.	Awareness creation on girls' education has impacted girls' retention in secondary school?					
3.	Enacting school readmission policy framework can affect girls' retention in your school					
4.	Fairer of government to enacting policy guidelines has led girls to poor completion of their studies in school					
5.	School readmission policy can be used to ensure retention of girls in public secondary schools.					

6.	What is your level of agreement that school readmission policy influences girls' participation in public secondary schools?					
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Section D: Parental involvement and girls' participation in secondary schools

Rate the extent to which parental involvement and girls' participation in public secondary schools

Key: SA-Strongly Agree A-Agree U- Undecided D - Disagree SD - Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Parental financial support has enabled smooth readmission of teenage mothers enabling them to complete secondary education.					
2.	Parental moral support of teenage mothers has enhanced completion rate of girls in secondary schools?					
3.	Parents attending school related workshops has enabled teenage mothers to have increased school attendance.					
4.	Parents face challenges when supporting teenage mothers being readmitted back to school for girls who have been					

	out of school for a long time to enable their completion due to school programs.					
5.	Government policy on readmission of teen mothers back to school to be unconditional has enabled parents to take back teenage mothers to school enabling their completion.					
6	To what level do you agree that parental involvement influences girls' participation in public secondary schools?					

Section E: Access to guidance and counseling and girls' participation in secondary schools

Rate the extent to which access to guidance and counseling influence on girls' participation in secondary schools

Key: SA-Strongly Agree A-Agree U- Undecided D - Disagree SD - Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Availability of career guidance has a big role in ensuring effective retention of girls in secondary schools.					
2.	Career Guidance and counseling are effectively done to facilitate school attendance or completion of girls in secondary schools?					

3.	Training guidance and counselling teachers can be used to enhance retention or increased school attendance or completion of girls in secondary schools?					
4.	Availability of trained teachers has been effectively used in relation to retention or increased school attendance or completion of girls in schools?					
5.	What is your view that access to guidance and counselling influence girls' participation in public secondary schools?					

Appendix VIII Questionnaire for Girls'

Dear Respondent,

Am a **Mount Kenya University** student taking a course in **Master of Education** in education management and leadership researching on **Influence of Institutional management practices on girls' participation in public secondary schools in Ganze Sub-County, Kilifi County, Kenya**. All information you provide will be treated with a lot of confidentiality for the purpose of research.

Section A: General Information

Instruction: As you fill the spaces provided appropriately kindly tick against your most suitable answer.

1. Tick your age bracket

Sixteen (16) years and below []

Seventeen (17) to eighteen (18) years []

Above 19 years []

Section B: Availability of support services and girls' participation in public secondary.

Rate the extent to which availability of support services influence on girls' participation in public secondary schools.

Key: **SA**-Strongly Agree **A**-Agree **U**- Undecided **D** - Disagree **SD** - Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Provision of sanitary towels in schools enhances retention, of girls in public secondary schools					
2.	Adequate classrooms help girls' retention in public secondary schools					

3.	Food water hygiene sanitation has enabled girls' completion in public secondary schools.					
4.	Institution has laid strategies to ensure that there is successful transition of girls in secondary school.					
5.	Clean toilets for girls' education in school has increased school attendance for girls in secondary schools.					
6.	To what extent do you agree that availability of support services influence girls' participation in public secondary schools.					

Section C: School readmission frameworks and girls' participation in public secondary schools.

Rate the extent to which school readmission frameworks influence girls' participation in public secondary schools.

Key: SA-Strongly Agree A-Agree U- Undecided D - Disagree SD - Strongly

Disagree

No.	Test Items	SA	A	U	D	SD
1.	School readmission policy interpretation has influenced girls' retention in secondary schools.					
2.	Awareness creation on girls' education has impacted girls' retention in secondary school?					

3.	Enacting school readmission policy framework can affect girls' retention in your school					
4.	Fairer of government to enacting policy guidelines has led girls to poor completion of their studies in school					
5.	School readmission policy can be used to ensure retention of girls in public secondary schools.					
6.	What is your level of agreement that school readmission policy influences girls' participation in public secondary schools?					

Section D: Parental involvement and girls' participation in secondary schools

Rate the extent to which parental involvement and girls' participation in public secondary schools

Key: SA-Strongly Agree A-Agree U- Undecided D - Disagree SD - Strongly Disagree

No.	Test Items	SA	A	U	D	SD
1.	Parental financial support has enabled smooth readmission of teenage mothers enabling them to complete secondary education.					

2.	Parental moral support of teenage mothers has enhanced completion rate of girls in secondary schools?					
3.	Parents attending school related workshops has enabled teenage mothers to have increased school attendance.					
4.	Parents face challenges when supporting teenage mothers being readmitted back to school for girls who have been out of school for a long time to enable their completion due to school programs.					
5.	Government policy on readmission of teen mothers back to school to be unconditional has enabled parents to take back teenage mothers to school enabling their completion.					
6.	To what level do you agree that parental involvement influences girls' participation in public secondary schools?					

Section E: Access to guidance and counseling and girls' participation in secondary schools

Rate the extent to which access to guidance and counseling influence on girls' participation in secondary schools

Key: SA-Strongly Agree A-Agree U- Undecided D - Disagree SD - Strongly Disagree


No.	Test Items	SA	A	U	D	SD
1.	Availability of career guidance has a big role in ensuring effective retention of girls in secondary schools.					
2.	Career Guidance and counseling are effectively done to facilitate school attendance or completion of girls in secondary schools?					
3.	Training guidance and counselling teachers can be used to enhance retention or increased school attendance or completion of girls in secondary schools?					
4.	Availability of trained teachers has been effectively used in relation to retention or increased school attendance or completion of girls in schools?					
5.	What is your view that access to guidance and counselling influence girls' participation in public secondary schools?					

Appendix IX Research License from NACOSTI Front Page

REPUBLIC OF KENYA

Ref No: 315298

RESEARCH LICENSE




This is to Certify that Mr. PETER MUSILA KIMEU of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in on the topic: **INFLUENCE OF INSTITUTIONAL MANAGEMENT PRACTICES ON GIRLS' PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN GANZE SUB-COUNTY, KILIFI COUNTY, KENYA** for the period ending : 21/August/2025.

License No: NACOSTI/P/24/39252

Applicant Identification Number: 315298

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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Appendix X Research License from NACOST Back Page

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)

Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX XI Introduction Letter to NACOSTI



DIRECTORATE OF GRADUATE STUDIES

MED/2020/69844

13th August, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/ Madam,


RE: PETER MUSILA KIMEU- REGISTRATION NO. MED/2020/69844

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Institutional Management Practices on Girls' Participation in Public Secondary Schools in Ganze Sub-County, Kilifi County Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **August, 2024 and October 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you


Dr. Samuel M. Karega, PhD
Director, Graduate Studies

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Directorate of Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

APPENDIX XII Ethical Review Committee Certificate



REF: MKU/ISERC/4171
TO: PETER MUSILA KIMEU

Date: 10 August 2024

REG: MED/2020/69844

Dear Sir/Madam,

RE: INFLUENCE OF INSTITUTIONAL MANAGEMENT PRACTICES ON GIRLS' PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN GANZE SUB-COUNTY, KILIFI COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2995**. The approval period is **10/08/2024 - 09/08/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Appendix XIII Authorization Letter from Kilifi County Government

COUNTY GOVERNMENT OF KILIFI



OFFICE OF THE COUNTY SECRETARY

Email: countysecretary@kilifi.go.ke
When Replying please quote:

P.O. BOX 519-80108
KILIFI, KENYA

Our Ref: CG/KLF/CS/CONF/VOL.VIII/34

Date: 26th August, 2024

The Chief Officer,
Devolution, Civic Education & Public Participation.

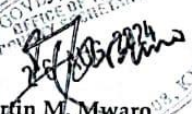
RE: PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH

The above subject refers.

We are in receipt of a letter dated 22nd August 2024 requesting for permission to conduct an educational research. A copy is attached herewith for your perusal and record.

This is to notify your office of the activity for onward communication to the relevant Administrators.

Sincerely,


Martin M. Mwaro
County Secretary and
Head of Public Service

MMM/fdm

c.c. County Executive Committee Member,
Public Service Management, Devolution,
Civic Education and Public Participation.

County Executive Committee Member,
Education, Vocational Training and ICT.

Mr. Peter Musila Kimeu,
P.O. Box 1194-80108,
Kilifi.

Encls.

Appendix XIV Authorization Letter from Kilifi County Director of Education



MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education
KILIFI COUNTY

Telephone 041-7522432
EMAIL:cdakilificounty@yahoo.com
Fax no. 7522432
When replying/telephoning quote
Ref: KLF/CDE/G.10/4/82

County Education Office
P O Box 42 -80108
KILIFI

26th August, 2024

The Sub County Director of Education
GANZE

RE: RESEARCH AUTHORIZATION
PETER MUSILA KIMEU- LICENSE NO: NACOSTI/P/24/39252

The above named student has been authorized to carry out research on "*Influence of Institutional Management Practices on Girls' Participation in Public Secondary Schools*".

The Research study will be conducted in schools within **Ganze** Sub County, starting on **21st August, 2024** to **21st August, 2025**.

Any assistance accorded will be highly appreciated.

FOR THE COUNTY DIRECTOR OF
EDUCATION

KILIFI
P.O. Box 42 -80108, KILIFI

SELITA MAKORANI
FOR: COUNTY DIRECTOR OF EDUCATION
KILIFI

Copy to:

Mr. Peter Musila Kimeu
MOUNT KENYA UNIVERSITY

Appendix XV Authorization Letter from Kilifi County Commissioner



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telephone:
Fax:
Email: cckilificoordination@gmail.com
When replying please quote
Ref: Ref: EDUC.12/7/VOL.11/96

County Commissioner's Office
Kilifi County
P. O. Box 29 - 80108
KILIFI

And Date 9th February, 2024

Mr. Peter Musila Kimeu
MOUNT KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION
MR. PETER MUSILA KIMEU LICENSE NO: NACOSTI/P/24/39252


Reference is made to letter unreferenced letter dated 22nd August, 2024 on the above subject matter.

This office has no objection with you carrying research on "*Influence of Institutional Management Practices on Girls' Participation in public Secondary Schools in Ganze Sub-County*" which is scheduled between 21st August, 2024 to 21st August, 2025 in Kilifi County so long as they are conducted within Ministry of Education guidelines.

You are therefore required to liaise with the County Education Office for guidance.

Thank you,

COUNTY COMMISSIONER
KILIFI COUNTY
P. O. Box 29 - 80108
KILIFI


ALICE M. KALIMBO
FOR: COUNTY COMMISSIONER
KILIFI COUNTY

c.c.
County Director of Education
KILIFI COUNTY

Deputy County Commissioners
GANZE SUB-COUNTY

Director of Graduate Studies
MOUNT KENYA UNIVERSITY

Appendix XVI Map of Kenya Showing Kilifi County



Appendix XVIII Similarity Index Report



PETER MUSILA KIMEU

INFLUENCE OF INSTITUTIONAL MANAGEMENT PRACTICES ON GIRLS' PARTICIPATION IN PUBLIC SECONDARY SCHOOL...

- Research Work
- Masters-2024
- Mount Kenya University

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