

**INTERVENTIONAL PRACTICES IN ENHANCING RETENTION OF
GIRL-CHILD IN PUBLIC PRIMARY SCHOOLS IN MBITA DISTRICT.**

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ABSTRACT

The researcher intended to investigate the interventional practices in enhancing the retention of girl-child in public primary schools in Mbita District. Girl-child retention in the one hundred and nine public primary schools in the district had become a big problem. Girls enrolled in big numbers at class one and many left before reaching and completing primary qualification at class eight. This was evident in the Mbita district enrolment summary of 2011, that showed low retention of girls from class one to class eight. The objectives of the study were to establish how school discipline promoted retention of girl-child; to determine how teaching/ learning resources would enhance the retention of girl-child; to determine the extent to which teaching practices would enhance the retention of girl-child and to determine the extent to which guidance and counseling would assist in enhancing the retention of girl-child in Mbita District public primary schools.. The investigator used descriptive research design in collecting, analyzing and interpreting data. The researcher used survey method to collect information from her respondents. Open and closed ended questionnaire were used in collecting data. The research targeted three categories of respondents involved in school leadership including the Area Education Officers, Head-teachers and Teachers. The researcher adopted the probability or random sample design in selecting individuals from the population. The method of stratified random sampling was used since the targeted group was heterogeneous. Data collected was analyzed using descriptive statistics like frequencies and percentages and presentation in tables and graphs. The researcher found that discipline would be used in minimizing girl-child challenges; teaching and teaching learning resources would enable girl-child to advance in their learning; guidance and counseling would minimize wastages and frustrations in education leading to the retention of girl-child in the schools. The research findings would enable future researchers to fill gaps in related studies, and educationists in the realization and achievement of education for all goals.