



INFLUENCE OF SCHOOL LEADERSHIP PRACTICES ON GIRLS COMPLETION RATE IN PUBLIC PRIMARY SCHOOLS IN KIMILILI SUB COUNTY, KENYA

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Abstract:

This paper looks at the influence of school leadership practices on girls' completion rate in public primary schools in Kimilili Sub County, Kenya. The study was conducted in light of increased number of girls dropping out of school before finishing off class eight. Furthermore, statistics shows majority of girls have absenteeism and truancy behaviour which result to incidents of repetition and drop outs before finishing grade eight. Therefore, the study collected data from selected public primary schools teachers in Kimilili sub county public primary schools. The data for this study was collected through use of questionnaire distributed to a sample of 65 teachers. The study found out that indeed completion rate of girls has been an issue facing majority of public primary schools in Kimilili. Various factors stretching from home, individual, environmental and school factors were causes of low girls' completion rate in schools in Kimilili Sub County. With regard to school leadership, all respondents agreed that school leadership practices, behaviours and styles significantly influenced girls completion rate among girls in the schools studied to a moderate level. This meant that leadership practices used by school administration that address the plight of girls; supervising guidance and counselling services implementation, educating parents on the importance of girl child education, supervising girls pupils school attendance patterns, provision of school feeding programmes and sanitary resources would to promote high completion rate among girls in schools. In recommendations, the study suggests that school leadership need to be pro-active in addressing the needs of the girl child and that participative and transformation leadership practices needs to embrace as a stop gap measure of addressing girls completion rate in schools.

Keywords: girl child, completion rate, school, leadership, practices

1. Introduction

Education is an important investment. It empowers men and women and provides opportunities for active participation in development by inculcating knowledge, skills and attitudes that are compatible with sustainable development (Republic of Kenya, 2001; Boampong, Obeng-Denteh, Issaka & Akwasi, 2016). However, Wairimu (2014) observed that the benefits of education will be fully realised if the pupils enrolled in the schooling system are able to progress, complete and transit to the subsequent levels. This can only be attained within a schooling system with efficient conscious leadership in school. Leadership style is the general way a leader behaves towards his subordinates for attaining objectives (Nazim, 2016). In educational institutions, leadership is considered as an important element of directing process. In order to get the things done by others, head teachers are required to guide and lead different activities. Therefore, leadership is the ability to influence others. The working behavior of the subordinates is influenced by the head teachers which help in accomplishing objectives of a school. There is a dire need of leadership in every academic institution.

The quality of educational leadership plays an important role in the success or failure of the institution in attaining curriculum goals and objectives. It depends upon situation; in one situation a head teacher may be effective whereas, in the other s/he may not be effective. A school leader needs to change his leadership style considering the needs of the situation as per the national goals of education and country's vision for its human resources development.

Evans-Brown (2015) believed that school leaders can directly influence factors associated with the school climate, as well as culture, school connectedness, school safety, girls' attendance, and academic achievement. Researchers have identified the learners flow model in the school system as consisting of the promotion rate, repetition rate and drop-out rate as indicators of internal efficiency of a system (Akintayo & Adeola, 1993). They argued that promotion rate is the rate at which pupils are promoted from one class to another in a cohort in a given year while repetition rate is the rate at which pupils repeat classes in a cohort of pupils in a school system. In the cohort, repetition and drop-out constitute wastage in the system. In an ideal situation, pupils should normally spend 8 years in Kenyan primary schools (Wairimu, 2014). However, statistics from different parts of the country shows that there exists disparity in comparing enrolment and completion levels of pupils in public primary schools. Despite schools recording massive enrolment, the number decreases as learners' moves up various grades in primary school education while holding other factors constant; death and transfers.

It is important for the head teacher and staff to measure teaching and learning achievement by means of agreed performance indicators. These include success rates in Kenya Certificate of Primary Education (KCPE), local examinations; low repetition and drop-out rates, among others (MOE and HR, 1999). One way of improving the number of children attending secondary school is to reduce the drop-out of those enrolled in primary school and ensuring children are able to complete this level of education.

While enrolment rates for primary school reached over 80% in Kenya, the level of drop-out remains a problem with a drop-out rate of around 16% (MoEST, 2012). According to EFA Global Monitoring Report (2012), Kenya is one of the countries where the primary enrollment has significantly increased but a close look reveals that primary education has had internal efficiency problems, such as the high wastage because of low completion and high repetition rates among girls. Every year, about 10% of pupils from each class fail to move on to the next, resulting in the high cumulative loss experienced by Standard 8. Reports from Sub County Director of Education in Kimilili shows that the girls' completion rate in grade eight is lower compared to the number enrolled eight years previously. Due to lack of records showing progression rate, more than 20% of girls enrolled in the year 2011 failed to sit for KCPE examinations in the year 2018. Therefore the paper looks at the influence of leadership practices on girl child completion rates in public primary schools in the Sub County.

2. Statement of the Problem

Girls dropping out of school have both a negative personal effect and an economic impact on the individual and the community (Evans-Brown, 2015). The scarce literature that exists surrounding the linkage between head teachers' leadership practices and girls completion dropout rates suggests that this is a worthy area of research. Research results shows that the girls completion rate in basic education (primary school) is based on several factors surrounding them. Majority of research studies have focused on how social, cultural and environmental factors have influenced the girls' completion rate. However, focus of research studies on how leadership practices influence girls' completion appear to be inadequate. Therefore, this paper looked at the influence of school leadership on girl child completion rate in selected public primary schools in Kimilili Sub County, Bungoma County, Kenya.

2.1 Purpose of the Study

The purpose of the study is to examine how school leadership practices influences girls completion rate in selected public primary schools in Kimilili Sub County, Bungoma County, Kenya.

2.2 Significance of the Paper

The findings recorded in this paper has practical, theoretical and policy implications to various stakeholders; girls, teachers, school administrators, community, ministry of education and future researchers. At first, girls in primary schools stand to benefit as recommendations are made on the best and appropriate strategies that head teachers may use to ensure their retention and completion of primary education. This will give them hope for attaining secondary and higher education levels. To school administrators, the study recommends efficient and workable leadership practices that would improve their efforts in ensuring 100% girls completion rate in their schools. To Ministry of Education, the study offers an opportunity to structure the curriculum and

other policies to promote retention and completion rates of girls in primary schools. To future researchers, the research findings can be used to compare the situation in Kimilili to other sub counties in Kenya.

2.3 Review of Related Literature

This sections reviews related literature on the leadership practices and girl child completion of primary education from various research studies conducted across the globe and also Kenya.

2.3.1 Leadership Practices and Completion of Girls in Schools

Head teachers are the fulcrum that determines whether any school initiative tips towards success or failure and that quality education forms every aspect of school reform which includes supervision of teachers and pupils, administration of school discipline, motivation, guidance and counselling of pupils to curb drop-outs. Education is considered the route to economic prosperity, key to scientific and technological advancement, means to combat unemployment and spearhead of political socialization and cultural diversity. Leadership is central to effective management of educational institutions, managing teams of people and creating appropriate structures (Wairimu, 2014). Success of any school depends on the leadership role of the head teacher. Enrollment and sustenance of learners in school depends on methods the head teacher employs to supervise teaching and learning as well as maintaining highly motivated teachers and learners (Wairimu, 2014).

Alika and Egbochuku (2009) points out that the school administration plays a crucial role in determining whether or not students will stay in school to complete the education cycle or dropout before completion. The policies in place will either promote school attendance or discourage it. This includes setting goals and standards that keep everybody focused, initiating and managing change and monitoring students and staff discipline. Achoka (2009) points out that to minimize school dropout amongst girls, school administration is the key in advising parents, teachers and students against regressive cultural practices that threaten retention, ensuring that the school is free from violence, sexual harassment, threats and individual hatred. She further points that, ensuring that the school is responsive to the needs of the girl child and that there is a guidance and counseling department to address problems faced by girls in school will significantly encourage girls to stay in school

2.3.2 Empirical Studies on Head Teachers Leadership Practices and Girls Completion

In United States, Evans-Brown (2015) examined the relationship between leaders' successes and the number of reduced dropout initiatives in 2 urban schools. The research was guided by empirical literature that included a review of various successful leadership practices. Case study interviews were conducted with 2 principals and 3 directors and were analyzed for common themes. Findings from the interviews indicated that multiple styles of leadership (distributive, transformational) are recommended as critical in these complex environments. Findings from the quantitative

surveys indicated that students appreciated the role of management in addressing dropout incidents. The difference created in this study is that it was not gender specific to show how initiatives by management influenced girl child dropout rates reduction.

In another study, Groves (2016) study was to identify, describe, and categorize the leadership characteristics of veteran and novice principals with respect to graduation rates in selected rural schools. The research questions focused on understanding the leadership characteristics and differences between novice and veteran principals. Purposive sampling was used to select 21 participants for in-depth interviews in 7 high school settings. The methodology combined interviews with a review of district data and documents. Key findings indicated that all principals had general leadership characteristics such as active listening, collaboration, a communication style, and promotion of school/home partnership. Three out of 4 high graduation rate schools tended to have veteran principals. Veteran principals focused on professional development and cultivating relationships, whereas novice principals focused on using data in decision making.

In Ghana, Hull, Lemaire and Amuah (2013) work was to find out the impeding factors which lead to the drop out of Girls in senior high schools in Sekondi Takoradi. Descriptive research design was used. Two research questions were raised to guide the study. Frequency Tables and percentages were used to analyse data. The sample of the study was made up of 170. The result revealed that Government, parents and teachers are to blame for the non-completion of Senior high school by most of the girls in Sekondi Takoradi. Poor teaching method, poor performance and Sexual harassment by teachers. Poor teaching methods and Poor performance recorded moderate percentages from the four respondents (Range between 20% and 50%) as against sexual harassment by teachers which were highly selected by three of the respondents (SSHG; 60% DSHG; 75% and CSHG; 80%) except TRS; 20%. Poor socioeconomic background of pupils, wrong methods of teaching, poor performance in school.

Macharia (2011) study was to investigate the factors contributing to low access and retention of pupils in public primary schools of Mathioya District. A descriptive survey technique was used to collect data from 10 head teachers, 53 Teachers, 300 pupils, 15 Parents, the area chief, DEO, the zonal quality and assurance office (ZQASO) and the districts children's office (DCO). The study found that enrolment rate in public primary schools in Mathioya district declined and dropout ratio was low. The problem of dropout affects girls more than boys. The most prominent causes of declining rates of access and retention of pupils in public primary schools in the district are negative attitude towards education, teenage pregnancy, indiscipline and lack of responsibility among parents. There is also the preference to transfer pupils from one public primary school to another and also to private academies.

Wanjiku (2012) determined factors affecting the girl-child secondary education completion and to suggest strategies to promote school completion rate among girls in public mixed day secondary in Kirinyaga West District. The study adopted a descriptive survey design to collect information. The target population was all public mixed day secondary schools in Kirinyaga West District. The District has 30 secondary

schools, with total enrolment of 8338 students, 4832 boys and 3506 girls. There are twenty five public mixed day secondary schools with total enrolment of 3208 boys and 1920 girls totalling to 5128 students. The study came up with appropriate strategies to promote school completion rate among girls in public mixed day secondary schools in Kirinyaga West District. This would assist the policy makers and government planners make the right decision. The findings from the study indicated that factors such as the poverty/fees, inadequate government policies does not foster girls secondary education completion, other follow-up factors such as teenage pregnancies, early marriages, child labour, unsupportive parents, indiscipline, lack of guidance and counselling, lack of role models, illicit brew, poor performance and lastly motor bike bodaboda business. The study by Wanjiku was in secondary schools while this study was in public primary schools.

Mwametho (2016) assessed the effect of school based factors on girl child dropout. Descriptive survey research design was used with the target population being 340 respondents comprising of 300 class seven pupils, 20 teachers and 20 headteachers. A sample size of 85 respondents was arrived at using simple random sampling method for pupils and purposive sampling method for teachers and headteachers. The study also found out that school related factors, such as forcing girls to repeat classes, lack of school uniform, lack of provision of sanitary towels in school as well as lack of enough sanitations contributed a lot to girls dropping out of school. Ogeto and Komo (2016) investigated factors influencing girls' drop out in public boarding and day secondary schools in Masaba North District. The study employed descriptive design method using focus group discussion and questionnaires. The study targeted all the 20 public secondary schools in the district with a total population of 600 teachers, 7,213 students and the head teachers were sampled in the study. They found out that in as much as there is high level of awareness amongst students on the availability of this services at the school, still quite an high percentage of students in both boarding and day secondary schools were not aware and need to be made aware, some still have not been made aware and some schools have not embraced guidance counseling in school.

Hadiribo and Muli (2017) determined factors affecting the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county. The study adopted a survey research design, where selected public primary schools will be targeted for the study. The study was carried out using open and closed ended questionnaires which were given to (32) thirty two headteachers. It was clear from the findings that the learning environment aspects such as availability of textbooks/teaching aid /parents, clubs and social facilities around the school. Ayub (2018) sought to establish factors that contribute to low completion rates of girls in primary schools in Mogotio Sub County. The study adopted the descriptive research design. Six schools were purposively selected out of the twenty four primary schools in the Sub County. A sample 6 head teachers, 52 class teachers, 45 girl pupils and 12 household heads who took part in the study were selected using stratified and simple random sampling techniques. The results of the study indicated that boys have higher chances of completing primary school than girls. It was also found that girl's primary

school completion rates were influenced by economic, social-cultural and school environment factors. The results of the class teachers on the other hand show that lack of motivation to attend school and role models were rated highest. The review of empirical literature has revealed inadequate studies exist on how leadership practices influences girl child completion rate in schools.

3. Theoretical Framework

This paper is anchored on distributed leadership theory advanced by Gibbs (1954). Gibbs was an Australian psychologist, who drew attention to the dynamics of influence processes as they impact on the work of different groups. Gibbs used the term distributed leadership for the first time. Gibbs suggests that leadership should not be viewed as the monopoly of the individual but rather as shared functions among individuals. Harris and Hopkins (2007) argue that the belief that leadership is best considered a group quality has gradually gained widespread acceptance in the field of education. The concept of distributed leadership has been embraced with enthusiasm by educational scholars and researchers (Halverson & Diamond, 2004). In organisations, both formal and informal groups are believed to constantly interact, resulting in shared patterns of communication, learning and action. Applying the distributed leadership ideals in a school situation, it means that school head teacher cannot work alone but through other stakeholders in school to ensure the goals and objectives are attained. This theory emphasis is that leadership is not on the head teacher alone but other actors within the primary education system; deputy head teacher, senior teachers, school board of management, pupils and parents. The issue of girl child completion rate can only be accomplished when practices associated with distributed leadership are applied. Therefore, the role of school head teacher is to provide directions on how the issue of girl child completion can be solved for better transition to secondary schools through retention and improved academic performance.

4. Materials and Methods

This study was conducted in Kimilili Sub County, Bungoma County Kenya. the sub county has more than 100 public primary schools as per the data collected form Sub County Director of Education in the year 2018. A mixed-method research model was used in this study. The respondents for the research included 217 standard eight teachers form selected public primary schools in the county. A sample size of 65 respondents was chosen through simple random sampling technique to represent the while population. Both descriptive and inferential statistics were used in data analysis. Descriptive statistics involved the use of frequencies, percentages and means while inferential statistics comprised of correlations statistics. The research results are presented in graphical illustrations and tables.

5. Results and Discussion

According to the data collected from schools, 14(86.7%) were mixed while 1(13.3%) were girls. This implied that there are more mixed public primary schools than girls' schools in Kimilili, Bungoma Sub-County. This could be based on the fact that most girls' schools are boarding and costly hence not affordable by most parents. Further, the results revealed that 7(46.7%) of the schools which were sampled for the study are from urban centers while 8(53.3%) are in the rural areas. This implied that there are more public primary schools in rural areas as compared to those in urban areas in Kimilili, Bungoma Sub-County.

The research also collected information from teachers who participated in the study. Their feedback is given in Table 1 pertaining their demographic characteristics.

Table 1: Teachers' Demographics

Gender	Frequency	Percentage
Male	37	56.7
Female	28	43.3
Total	65	100.0
Educational qualification		
Diploma	50	76.7
Degree	11	16.7
P1	4	6.7
Total	65	100.0
Working experience		
0-5 years	9	13.3
6-10 years	24	36.7
Over 11 years	33	50.0
Total	65	100.0

Source: Field Data

Study findings revealed that 56 (56.7%) of standard eight teachers were male while 28 (43.3%) were female. This finding is typical of most schools in Kenya where the number of male teachers exceeds the number of females. There is need to encourage female students to train as teachers to be role models to others. Study findings revealed that 4 (6.7%) were PI certificate holders, 50 (76.7%) had diploma in education and 11 (16.7%) have degree level of education. This implied that teachers in public primary schools are trained and therefore are in a better position to teach and provide any other assistance to learners hence encouraging girls to succeed in their studies. With regard to teaching experience 9 (13.3%) of teachers had taught for a period of less than 5 years, 24 (36.7%) had taught for between 6-10 years and 33 (50%) had taught for a period of over 10 years. This implied that standard eight teachers have adequate experience to teach and perform other duties pertaining to their profession.

5.1 Teacher Responses on the Influence of Leadership Practices on Girls Completion Rate in Public primary Schools in Kimilili Sub County

The teachers were asked to rate the extent to which they agreed or disagreed with the head teachers' leadership practices influencing girls' completion rate in their schools. The statements were measured on a Likert scale of five. The findings are given in Table 2.

Table 2: Teacher Responses on the Influence of Leadership Practices on Girls Completion Rate in Public primary Schools in Kimilili Sub County

Leadership practices	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
The head teacher involves all stakeholders of the school in decision making process to address girls completion rate	4	6.2	3	4.6	12	18.5	26	40.0	20	30.8
The head teacher create an environment in a school which helps girls to learn and not drop out	15	23.1	10	15.4	8	12.3	20	30.8	12	18.5
Parents are involved by school administration in addressing the needs of girl child	5	7.7	18	27.7	11	16.9	25	38.5	6	9.2
All stakeholders work together to achieve 100% completion rate from headteachers leadership	7	10.8	19	29.2	14	21.5	17	26.2	8	12.3
The head teachers emphasises guidance and counseling to truant girls	4	6.2	10	15.4	15	23.1	22	33.8	14	21.5
The head teacher is knowledgeable of teachers in school and the various roles that they have to influence change for at risk girls of dropping out	14	21.5	15	23.1	6	9.2	25	38.5	5	7.7
Head teacher leadership practice includes the ability to identify struggling girls at risk, & initiate an action plan for them	10	15.4	8	12.3	17	26.2	10	15.4	20	30.8
Head teachers have initiated activities to keep all girls in schools e.g. co-curricular activities, debates, soccer among others	9	13.8	21	32.3	16	24.6	15	23.1	4	6.2
Head teacher makes follow up on regular attendance of girls in the school	5	7.7	23	35.4	6	9.2	19	29.2	12	18.5

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

Results shows that 26 (40.0%) of teachers agreed and 20 (30.8%) strongly agreed that their head teachers involves all stakeholders in decision making process to address issues facing girl child in public primary schools in Kimilili Sub County, Kenya. this is one of the participatory leadership approaches that was found to be favoured by 60.8% of school leaders in the county as a way of addressing girl child completion rate in school. When teachers were asked if their school heads had created an environment which favoured learning and discouraged drop out, 15 (23.1%) strongly disagreed, 10 (15.4%) disagreed, 8 (12.3%) were undecided, 20 (30.8%) agreed and 12 (18.5%) strongly agreed. The finding shows that less than 50% of schools leadership (49.3%) have ensured that the environment within the school favoured girls' education. this situation suggests that a lot needs to be done to ensure that school learning environment support girl child education in Kimilili. Thirdly, it was found out that only 25 (38.5%) of teachers

agreed that parents of girls are involved by their school leadership in addressing the needs and challenges that girl child encounters in schools. painstakingly, 18 (27.7%) disagreed that this happens in their institution while 11 (16.9%) were undecided. The result therefore shows that involvement of girl child parents/care givers by school leadership in addressing the pupils need is not regularly favoured by majority of head teachers. This could be one of the reasons for reduced retention rate by girls in those institutions. The collaborative strategic leadership that head teachers are supposed to apply to ensure 100% transition rate through working with parents to ensure girl child succeeds in primary schools is seem not to be popular in this sub county.

Results further showed mixed reactions on whether there was team work from all stakeholders to ensure 100.0% completion rate by girls in schools. This is because, 19 (29.2%) disagreed, 14 (21.5%) were undecided while 17 (26.2%) were the ones who agreed with the statement. the research result therefore shows that majority of the school leaders appear to work on their own to address the plight facing girls completion rate in the sub county. a strategy of promoting team work in meeting the needs (academic, social, emotional and physical) of girl child appears not to be common on schools in the sub county. as to whether head teachers recommended use of guidance and counselling to girls at risk of dropout, 22 (33.8%) of teachers agreed and 14 (21.5%) strongly agreed. The result therefore implies that majority of school leaders favour use of guidance and counselling as a strategy of ensuring 100% transition and completion rate is achieved by girls in public primary schools in Kimilili Sub County. However, discussions with some teachers revealed that counselling sessions were not regularly done and if done, teacher counsellors were few in schools.

Asked as to whether their school heads were knowledgeable of teachers in schools and the various roles that they could perform to influence behaviour change to girls at risk of not completing their primary education, 14 (21.5%) strongly disagreed, 15 (23.1%) disagreed, 6 (9.2%) were undecided, 25 (38.5%) agreed and 5 (7.7%) strongly agreed. The finding therefore shows that less than half (46.2%) of head teachers are aware of their teaching staff capacity to help girls at risk of dropping out of schools. This implies that there could be teachers who are capable of helping girls (role models and mentors) but they are not given an opportunity to do so by their head teachers as they are not involved in matters concerning girl child education in public primary schools in Kimilili Sub County, Bungoma County, Kenya. Further findings revealed mixed responses where 17 (26.2%) of teachers were undecided on the statement that school leadership had the ability to identify struggling girls at risk and therefore initiated an action plan for them. Only 10 (15.4%) of teachers agreed and 20 (30.8%) strongly agreed with the statement. this shows that majority of school leaders lack competency of identification of girls at risk of not completing their primary education. with this situation in mind, it lead to schools not having an action plan of helping those girls to continue with their education leading to incidents of dropout.

When asked as to whether school heads had initiated activities to keep girls in schools, 9 (13.8%) of teachers strongly disagreed, 21 (32.3%) disagreed, 16 (24.6%) were unsure, 15 (23.1%) agreed and 4 (6.2%) strongly agreed. The above findings show that

majority of school leaders have not initiated activities in the school aimed at keeping all girls in the school to ensure their 100% completion rate. Activities like provision of sanitary facilities, co-curricular activities, and debates among others were found not to be coordinated or supervised by head teachers in schools. This therefore failed to keep girls in schools hence leading to incidents of absenteeism, truancy and finally dropping out as most of them had not developed interest in education. Lastly, 23 (35.4%) of teachers disagreed that their school head teacher made follow up on attendance of girls in schools and only 19 (29.2%) agreed and 12 (18.5%) strongly agreed. This shows that majority of school heads are occupied with other matter rather than regular monitoring of girls attendance and transition in their schools. This makes it impossible for them to initiate actions relating to low completion rate of girls in public primary schools in Kimilili Sub County. In general, the findings made by teachers' shows that majority of head teachers practices in schools do not favour girl child completion in Kimili Sub County. To establish the relationship between head teachers leadership practices and girls completion rate, a Karl Pearson correlation statistics was computed. The results are given in Table 3.

Table 3: Effect of Head Teachers Leadership Practices on Girl Completion Rate

		Leadership Practices	Girls completion rate
Leadership practices	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.000
	N	65	65
Girls completion rate	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.000	
	N	65	65

** . Correlation is significant at the 0.01 level (2-tailed).

The statistics shows that there existed a significant average positive effect ($r=0.450$ and $p=0.001$) between head teachers leadership practices and girls completion rate in public primary schools in Kimilili Sub County. The study therefore shows that increased in leadership practices which are participatory, transformational and distributive would result to increased girls completion rate in public primary schools in Kimilili Sub County, Kenya.

6. Conclusions and Recommendations

The paper sought to determine the influence of school leadership practices on girls' completion rate in public primary schools in Kimilili Sub County. The study found out that the most common utilised practice method of ensuring retention of girl child in schools was through head teachers' supervision of guidance and counselling to girls at risk of dropping out of school. Secondly, the study found out that decision making in more than 50% of schools was through involvement of stakeholders. Nevertheless, the study found out that the head teachers' capacity to work with other stakeholders (team work) was not there in majority of schools thereby affecting the completion rate of girls

in primary educations. Computed correlation statistics showed that the relationship between the two variables was at an average level suggesting that girls' completion rate could be improved further if head teachers leadership practices were collaborative, participatory, involving and distributive in ensuring that all girls are retained from the time they joined primary school until they finished their standard eight examinations. In recommendations, the study suggests that school leadership need to be pro-active in addressing the needs of the girl child and that participative and transformation leadership practices needs to embrace as a stop gap measure of addressing girls completion rate in schools.

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