

**INFLUENCE OF PRINCIPALS MANAGEMENT STRATEGIES ON LEARNERS'
RETENTION IN PUBLIC SECONDARY SCHOOLS IN MAKUENI SUB-
COUNTY, MAKUENI COUNTY, KENYA**

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REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN
ADMINISTRATION, LEADERSHIP AND MANAGEMENT OF
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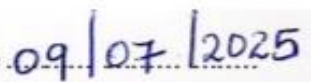
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DECLARATION AND APPROVAL

Declaration by the Student

This research project is my original work and has not been presented in any other University or for any other award.

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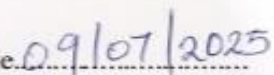
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Approval by the Supervisor

I confirm that the work reported in this research project has been carried out by the candidate under my supervision.

Signature 

Date 

Prof Mary Mugwe Chui

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DEDICATION

This project is dedicated to my husband Joseph Munyao, daughter Elizabeth Mueni and son Solomon Musumbi for walking with me through this journey. Be blessed.



ACKNOWLEDGEMENT

I owe a debt of thanks to Prof Mary Mugwe Chui for her crucial contribution and required modifications in the compilation of this work. I am deeply grateful to my friends for their active participation in the debates that helped shape this work. I am deeply grateful to the authors of books, journals and research materials whose content I have referred to and which have served as the basis of my investigation. Each and every one of my instructors and fellow students at Mount Kenya University have my sincere gratitude.



ABSTRACT

Principals have a crucial responsibility in encouraging students to engage in secondary education. Yet, in Makueni Sub-county, students' learning experiences in public secondary schools have proven difficult despite Kenya's government launching a policy ensuring a 100% transition. The goals of this research involved: investigating how motivational tactics employed by principals contribute to improving students' education in secondary schools; determining the effectiveness of guidance and counseling strategies employed by principals in enhancing students' education; evaluating the influence of instructional resources on enhancing education in secondary schools and assessing the involvement of parents by principals in enhancing students' education. This study was directed by systems theory and theory of student participation. This research utilized descriptive design to incorporate qualitative and quantitative methodologies. The intended population was 8013 respondents which comprised 45 principals, 645 teachers in public secondary schools and 7323 students in Forms III & IV. The research employed Yamane's Formula to determine sample size needed for the study. The researcher gathered quantitative data from secondary school teachers using a questionnaire containing closed-ended test items. Researcher used structured interview guides containing open-ended test items to collect qualitative information from principals and students. Expert judgement was used established validity. Reliability was determined through the split-half method. The credibility of the instruments was verified through data triangulation using multiple analysis. Dependability was achieved through reporting of each data collection process. Data analysis begun by determining recurring themes in the participants' accounts of their experiences. The qualitative data was analyzed in according to objectives of study and presented in narrative form. For descriptive analysis of quantitative data, measures like frequencies, percentages, mean and standard deviation were used. Inferential data analysis was done using multiple linear regression in Statistical Packages for Social Science (SPSS Version 30). Quantitative data were illustrated using charts and tables. The findings revealed that Teachers confirmed that principals frequently recognize students' efforts, attendance and academic successes, Monthly counseling sessions were most common, reported by 77% of students and 60% of principals, better facilities were associated with higher student retention and expanding parental roles beyond financial support could better enhance student motivation, performance and retention. Research recommends that; schools should establish structured recognition programs that regularly celebrate student achievements in academics, behavior, attendance and extracurricular activities, creating a culture of consistent motivation, Regular training workshops should be organized for principals and school counselors to equip them with updated counseling skills, particularly in handling emotional, behavioral and career-related issues, Schools and the Ministry of Education should prioritize providing more up-to-date and relevant reference books to complement textbooks and enhance students' learning and research skills and principals should encourage parents to be involved in their children education lives, such as by participating in school meetings, supporting homework and attending academic and extracurricular activities.

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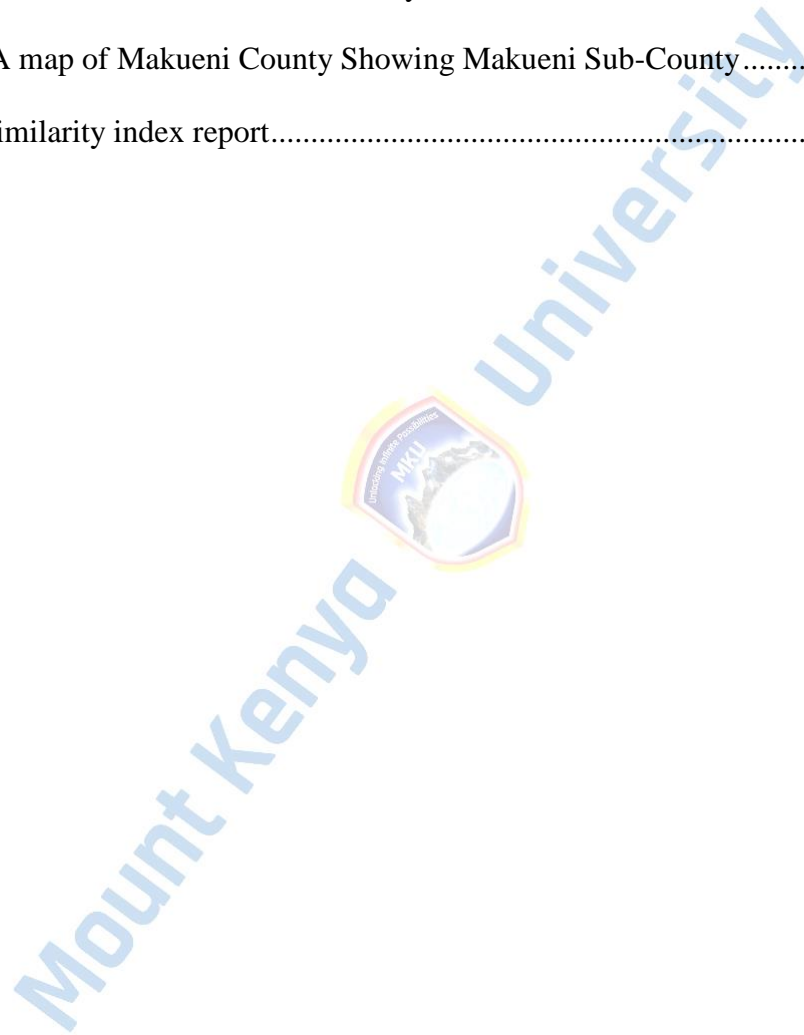
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LIST OF ABBREVIATIONS AND ACRONYMS

DCSF	:	Department for Children, Schools and Families
KCSE	:	Kenya Certificate of Secondary Education
KNBS	:	Kenya National Bureau of Statistics
Mo E	:	Ministry of Education
NGOs	:	Non-Governmental Organizations
UNICEF	:	United Nations International Children's Education Fund
US	:	United States
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
OECD	:	Organization for Economic Co-operation and Development



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on: The study's background, the statement of the problem, the purpose of the study, research questions, objectives, justification, the significance of the study, its scope, its limitation, its delimitation, its assumption and its key terms, which are defined through operational definitions.

1.1 Background of the study

Student retention in schools has been a global challenge that needs to be dealt with appropriately if institutions are to maintain their stellar reputations around the globe. Therefore, discussions on the best student management techniques that schools could implement for efficient curriculum delivery and higher retention rates have been sparked by worldwide trends in the pursuit of high-quality education (Abdulhakim, 2015). The utilization of available resources by school managers to optimize returns is referred to as management practices in a school context (Chemutai, 2015). It also denotes the approaches or tactics used by the administration of the school to achieve the institution's goals in the most effective manner (Akande, 2015). In any case, the principal is always seen as being extremely important to the school's ability to run well (Ndinza, 2015).

It is concerning how many pupils drop out of school before finishing their secondary education (Collins & Halverson, 2018). Many nations throughout the world are deeply concerned about this issue. In order to increase student achievement and lower the dropout rate, several countries are developing policies, strategies, and interventions (UNESCO, 2018). Enrollment rates are

often high in the early stages of education, but when students advance to secondary levels, dropout rates rise, leaving many nations with low percentages of students who complete their education (World Bank, 2018).

Even at the most basic levels of education, a considerable portion of school-age children depart without acquiring necessary skills, as dropout rates climb (Collins & Halverson, 2018). According to a survey conducted in the US by Hsin and Ortega (2018), 13% of kids between the ages of 16 and 24 left secondary education. At the moment, none of these kids are enrolled in any school. According to Partelow and Johnson (2017), the high dropout rates are evidence that educational institutions are failing to satisfy the requirements of their students and to ensure the welfare of the whole student body.

Low student retention in public educational institutions is a concern, according to research on American students (De Hoop, 2013). According to Farombi (2016), 73% of American kids advance to the next level within the same school in just one year. This suggests that 27 percent of pupils do not return to the same school. Low morale and low-paying jobs result from low student retention in schools (Hallack, 2014). A student's sense of belonging in a classroom setting can also be hampered by poor student management practices (Finn, 2015).

Because school-age children in China lack the drive to complete their education, they do not stay in school (Beh& Yao, 2014). Elena (2015) observed that the challenge of learner retention in schools continues to persist. In Argentina in research that sought to solve socioeconomic inequities in society through education. Significant efforts have been made to improve Korea's

poor student retention rates in response to reports of the situation (Organization for Economic Co-Operation and Development [OECD], 2016). Students retention in schools in Lesotho is severely hampered by issues such as parental education, HIV/AIDS, and poverty (Aikman & Unterhalter, 2015).

Learner retention in public secondary schools is impeded by challenges that educational institutions face in effectively managing their operations on a global scale. Mutinda (2015). There is a remarkable difference in the way that education is provided across the world (Shields, 2017), which can have a great influence whether a student chooses to remain enrolled or drop out of school. According to a study by Mutwol, Cheserek, Boit, and Mining (2017), socioeconomic variables have a significant impact on students' engagement in secondary education.

High school dropout rates are a sign of a poor educational system in a country (Collins & Halverson, 2018). Young people who drop out of secondary school too soon lack the foundational knowledge and abilities needed to succeed in the complex and cutthroat world of today. Without a high school diploma, it is impossible to pursue post-secondary education, and the majority of employment demand at least a secondary degree (National Center for Education Statistics, 2017). Compared to individuals who have successfully completed their secondary education, those who haven't completed secondary school have higher chances of unemployment than those who have (Rumberger, 2018).

In Tanzania, according to the Basic Education Statistics Report (BEST) of 2011, out of 448,448 students who enrolled in secondary school in 2007, only 190,186 managed to complete ordinary level education by 2011, indicating a substantial dropout rate of 258,262 students (Ouma et al.,

2017). Additionally, the Ministry of Education Science and Technology (MOEST, 2016) highlights high dropout rates in ordinary-level secondary education, with Form Two being the most affected. Despite advancements in education provision in Tanzania, as noted by The World Bank (2017), retention rates continue to be insufficient, standing at 51 percent for primary education and 65 percent for lower secondary education, primarily due to ongoing challenges with dropout rates.

Scholars like James, Simiyu, Riechi, (2016) and Kipyego, (2016) argue that while learners are crucial stakeholders in education, their continued presence in Kenyan secondary schools presents a considerable challenge. Even with an increase in enrollment, retention rates persist at a concerning low level. Samuel et al. (2017) also notes that despite government initiatives like Free Day Secondary Education (FDSE), dropout rates persist in Kenya.

Although secondary school attendance in Kenya has significantly increased, it is still difficult to guarantee that these kids would remain in school until they have acquired necessary skills (Asena et al., 2016; MOE, 2020). In an effort to keep pupils in school, the Kenyan government has continuously provided funding for secondary education. Nonetheless, internal efficiency issues in schools have had an impact on student retention (Njuguna & Muchanje, 2019). According to a study by Opiyo (2018), the Kenyan government has started a number of programs to encourage students to stay inschool, including the County Education Bursary Funds, Constituency Development Funds, Free Day Secondary Education Funds, and a complete shift from primary schools to secondary schools. However, despite government's commitment to guaranteeing compulsory and free primary education to all students as the basic human right, certain Kenyan schools struggle to retain students (Muganda et al., 2016).

1.2 Statement of the problem

Despite recognizing the significance of effective school management in promoting student engagement and academic success, there has been lack of research specifically addressing the issue in Makueni Sub County, Makueni County. This knowledge gap hinders the development of targeted interventions and improvement in educational practices tailored to the needs of learners in the region. Investigating the relationship between principals' management strategies and student retention is crucial for enhancing educational outcomes and informing policy decisions at local and regional levels. Because of this reason the research aimed to determine how different management approaches impact retention of learners in public secondary schools within Makueni Subcounty in Makueni county.

Data from MOE, (2020), KNBS, (2020), and Economic Survey, (2021) show that 2,832,897 students were enrolled in private and public secondary schools in 2020, while 899,453 students finished their four-year program and took the KCSE in 2023 (MOE 2024), indicating a 68% dropout rate. This indicates that a sizable portion of secondary school-enrolled pupils drop out before completing their studies. A few studies on the factors that contribute to secondary school dropouts have been conducted in Kenya. Additionally, not much research has been done to evaluate how principal management techniques affect dropout rates in Makueni Sub County. Like any other region of the nation, Makueni Sub County has significant secondary school dropout rates, thus it was necessary to investigate how principal management techniques affected student retention. According to a Ministry of Education study from 2022, Table 1 illustrates the poor student retention rate in Makueni Sub-County's secondary schools.

Table 1: *Learners' retention in Public secondary schools in Makueni Subcounty from 2020-2024*

Year	Enrollment Rate	Completion Rate	Dropout Rate
2020	3455	3479	24
2022	3787	3622	165
2021	3634	3344	290
2023	4014	3596	418
2024	4323	3825	498
Total	19,213	17866	1395

Source: Ministry of Education (2025)

According to Table 1, there is still a serious issue with high dropout rates although there is increase in number of learners in public secondary schools. Despite these conclusions, little empirical study has been conducted to determine the link between principal management strategies and retention of learners in public schools. The aim of this research is to fill this gap.

1.3 Purpose of the study

To access the influence of principal's management strategies on learner retention in public secondary schools in Makueni Subcounty in Makueni county.

1.4 Objectives of the study

The objectives of the study were:

- (i) To determine the influence of motivation on learner's retention in public Secondary schools in Makueni Subcounty, Makueni county.
- (ii) To determine the influence of guidance and counseling services on learner's retention in public secondary schools in Makueni Subcounty, Makueni County.

(iii) To determine the influence of instructional resources on learner's retention in public Secondary Schools in Makueni Subcounty, Makueni county.

(iv) To determine the influence of parental involvement on learner's retention in public Secondary Schools in Makueni Subcounty, Makueni county.

1.5 Research Questions

The research was based on the following questions

- (i) To what extent does motivation influence learners retention in public Secondary Schools in Makueni Subcounty, Makueni county.
- (ii) To what extent does guidance and counseling services influence learners retention in Public Secondary Schools in Makueni Subcounty Makueni county.
- (iii) How does provision of instructional resources influence learner's retention in Public Secondary Schools in Makueni Subcounty, Makueni county.
- (iv) How does parental involvement influence learner's retention in public secondary schools in Makueni Subcounty, Makueni county.

1.6 Justification of the study

Secondary school enrollment has increased as a result of government measures and cooperation with education stakeholders, mostly as a result of 100% transition policy's implementation. However, it has been difficult for kids to learn at Makueni Sub-county's public secondary schools. Although student enrollment in public secondary schools has increased, completion rates are still low, with a high dropout rate. According to data from the Ministry of Education 2022. Empirical studies investigating how principals' management techniques affect students' retention after leaving public secondary schools are few. This study thus sought to close that gap.

1.7 Significance of the study

Teachers, parents, Ministry of Education, researchers, students, and policymakers will all gain from the study. Teachers will gain from the study as they will be able to encourage students to stay in school and assist them in using the resources offered to meet their learning objectives. Additionally, the project promotes parental participation in their kids' schooling. The finding of this study will serve as a valuable resource for the ministry of education since it will pinpoint the school management techniques that would need to be prioritized in order to increase student retention. The study assists students in understanding the successful tactics that will inspire them to continue their education through to the end and meet their learning objectives. When deciding on the tactics used in school administration, the policymakers will gain an advantage.

1.8 Scope of the Study

The research was done in Makueni Subcounty, Makueni county. It was done in both boarding and day school public secondary schools. The study focused on principals' management strategies like motivation, guidance and counselling, parental involvement and provision of instructional materials. It was done to form 3 and 4 students, teachers, and principals. The study applied mixed methodologies. Data were gathered using both questionnaires and interviews. The study took place from January to March 2025.

1.9. Limitations of the study.

This research faced this obstacles: Secondary schools in Makueni Subcounty were far wide apart with some schools being inaccessible using cars due to poor infrastructures. The researcher used motorcycles to travel to the remote schools. It was a challenge to access school and teacher

records of student's attendance, enrollment and dropout rates due to potential consequences. The researcher convinced teachers the study was strictly for research and that all the information disclosed will remain confidential. Some principals were not willing to disclose information on management strategies while others gave pleasing responses to avoid offending the researcher. They were briefed on the study's objectives and confirmed of confidentiality.

1.10. Delimitation of the study

The research had this delimitation:

- I. The research was delimited to Public Secondary Schools within Makueni Subcounty Makueni county
- II. The research examined how principals guidance and counselling, parental involvement, provision of instructional resources and motivation influence learners' retention in Public Secondary schools.
- III. The research was only done to school management(principals), teachers and students.

1.11. Assumptions of the study.

The assumptions of the study were:

- (i) That every contributor cooperated and gave dependable response to questions posed to them.
- (ii) That respondents possess sufficient awareness regarding stakeholders (parents) participation in school decision-making.



1.12. Operational definition of key terms

Guidance and counselling. Refers to offering of assistance, guidance and tools to aid students in addressing academic, social, personal and career related obstacles.

Instructional resources. This refers to any resources that convey information or support the learning journey, for example textbooks, online resources, laboratory equipment among others.

Learner's retention. Is the count of students who remain enrolled in a school, progressing from one year to the next?

Motivation. This refers to internal drive or desires that drive learners to participate in educational tasks, work to achieve objectives and persevere through difficulties.

Parental involvement. Is where parents actively participate in their children's schooling, for example attending school meetings, creating a supportive home environment and communicating with teachers.

Principal's management strategies. These are diverse methods and techniques utilized by school principals to effectively lead and oversee a school. These strategies cover a broad spectrum of activities designed to ensure the school runs efficiently and meets its educational objectives.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The scholar summarizes the corpus of extant literature relevant to their topic of research in this chapter. The concepts of student retention in secondary schools, principal management strategies, and the impact of principals' motivation, parental involvement, guidance and counseling, and provision of instructional resource on learners' education in public schools form the foundation of empirical literature review. The researcher presents opposing viewpoints that are critically analyzed by numerous writers who have offered diverse interpretations of the problems being studied. The research also highlights significant gaps in the literature and provides a concise review of it along with theoretical and conceptual frameworks.

2.1 Principal's management strategies and learner's retention

The review of empirical literature centers around the educational experience of learners in secondary schools, examining the principles management strategies, and considering how factors such as motivation, parental involvement, guidance and counseling, and the availability of teaching resources impact students' retention. Institutions must work to be competitive across various qualifications and categories in light of the present trends in secondary education (Khishfe, 2015). According to Ismirawati et al. (2018), fulfilling demands of school pupils who have different background and goals is a process that gets more difficult as time goes on and goes well beyond initial enrollment. Dropout or transfer rates are higher than ever before due to the wider range of options and difficulties secondary school students now face in determining

their educational paths. Because of this, schools are discovering that they need to focus more on student retention initiatives and look for ways to better serve students (Sass et al., 2018).

In Kenya, the government's overarching policy objective was to attain Education for All (EFA) by 2015, which included better student retention in classrooms. An inclusive, high-quality education that is available and pertinent to everyone was necessary to accomplish this (Benbow & Said-Moshiro, 2016). This was intended to increase school retention, indicating that the effort of government to provide subsidized and free education are not purposeful (OECD, 2013).

According to U.S. research by Earthman (2014), principal is the main person in a school with the most impact and is in charge of administrative strategies that can raise student engagement rates. According to Earthman's findings, the government of Kenya has made a number of changes to student management procedures in the hopes of improving retention rates (Aikman & Unterhalter, 2015). For example, in Sessional Paper No. 1 of 2005, the Kenya Education Sector Support Program (KESSP) introduced 23 investment projects using a Sector Wide Approach (SWAP) to ensure high student retention rates and excellent management practices in schools. The curriculum for school health, secondary education, feeding as well as nutrition, educational management information systems and capacity building are a few of these initiatives (Republic of Kenya, 2005). Nevertheless, despite these KESSP initiatives, studies show that the program didn't provide desired results, as poor student retention rates are still seen across the nation (Balogun, 2016).

Various research on learners performance and retention have been conducted throughout the years, producing a range of results and conclusions on the variables influencing these outcomes. The incidence of dropout from educational systems is one enduring obstacle to achieving the objectives of universal education (Injendi, 2013). According to Kiambati and Katana (2020), the percentage of Kenyan learners who exit from schools before finishing their secondary education is quite concerning. Secondary school retention and completion rates are lower even with government initiatives to increase secondary school enrollment. This study attempts to address the contentious topic of student retention in Kenyan secondary schools that include Makueni Sub County.

A crucial aspect of students' education in secondary schools has been the principals' approach to management, which involves offering a range of placements to create an environment that is least restrictive yet suitable to fulfill the many needs from different learners (Landrum, Katsiyannis & Archwamety, 2014). This continuum ensures that appropriate placements and essential services are accessible even for students with the most specific and intensive needs. While the general secondary education curriculum typically doesn't include specific and direct instruction in these skills, it is often necessary for achieving the educational objectives of students.

The approaches to management implemented by secondary school principals significantly impact the rates at which students remain enrolled in their schools. According to a study by El-Moghazi and Eldakak (2023), effective leadership practices significantly impact student retention. They argue that principals who implement proactive measures to create a positive learning

environment, provide support systems for struggling students, and foster strong teacher-student relationships contributing to higher retention rates. Research by Smith and Johnson, (2022) highlights the importance of principals in addressing factors such as academic support, extracurricular opportunities, and school culture, all of which influence students' decision to remain enrolled. They suggest that principals who effectively prioritize these factors can reduce dropout rates and improve student engagement and satisfaction.

Principals' management strategies significantly impact student retention rates in secondary schools (Fullan, 2014). This study underscores the crucial work that school leaders play in shaping the learning environment and ensuring students remain engaged and motivated to stay in school. Study conducted by Wong and Shen, (2023), they emphasize the importance of principals employing effective management strategies such as fostering a positive school culture, providing ample support for teachers, and implementing student-centered policies. These strategies foster an atmosphere in which learners see themselves motivated, valued and supported to continue their education.

Research consistently shows that principals who invest in professional development for teachers and implement evidence-based instructional practices positively impact student retention. Louis, et al., (2010). Research by Smith and Johnson, (2022) highlights the importance of principals in addressing factors such as academic support, extracurricular opportunities, and school culture, all of which influence students' decision to remain enrolled. They suggest that principals who prioritize these aspects effectively can mitigate dropout rates and enhance student engagement and satisfaction.

2.2 Principals motivation strategies and learner’s retention in secondary schools.

Curiosity of a learner to learn, engage, and pay attention to a subject is sparked by motivation and interest. Brista, (2015) the learning capacity of students is influenced by both external motivation, which involves their engagement with a subject or activity to gain rewards or evade punishment, and internal motivation, which entails engagement because it is personally fulfilling and independent of external consequences. This underscores the importance of management strategies implemented by many secondary schools in shaping students' education.

Tyrone Howard,(2024) effective principals recognize value of promoting culturally responsive and inclusive learning conditions that respects students' identities and backgrounds, thereby motivating them to stay engaged and committed to their education.Yong Zhao(2021) principals who implement innovative teaching methods, integrate technology into the curriculum, and offer experiential learning opportunities can capture students' interest and enthusiasm, leading to increased retention rates.Pedro Noguera,(2020) by fostering a sense of agency and autonomy among students, principals can empower them to take ownership of their learning and future aspirations, thereby promoting retention and academic success.

Angela Duckworth, (2023) principals who prioritize building positive relationships with students, empowering them through meaningful participation and promoting a sense of belonging can significantly enhance student retention rates.Carol Dweck, (2022) by promoting a growth mindset, setting high expectations, and providing comprehensive support systems, principals can inspire students to persist in their educational journey.

Gloria, (2018) through meaningful connections with students and families, principals can identify individual needs and provide tailored support systems that address barriers to retention, ultimately promoting academic success and a sense of belonging. Pedro, (2015) Principals who prioritize creating a safe and inclusive school environment where every student feels valued and supported are more likely to inspire long-term commitment to education. UNICEF, (2014) and other empirical studies have fallen short of specifying each form of motivation strategies and approaches adopted to enhance students' education in public secondary schools, thus, need for this research.

2.3 Principals guidance and counseling strategies and student's retention in secondary schools.

A wide range of theoretical stances and methods are included in student counseling with the goal of assisting students in their academic, personal, and professional growth. To meet the many needs of students in educational settings, researchers and practitioners are constantly improving counseling methods and treatments. Counseling and guidance help people become more aware of who they are and how they react to their environment (Vostanis & Bell, 2020). Along with establishing and categorizing objectives and ideals for future behavior, this process also assists individuals in determining the personal significance of their actions.

Situmorang, (2020) defines guidance and counseling as a set of steps to help people solve their problems. The interaction process between two or more people is known as counseling (Ahmad & Zadhia, 2019; Natividad, 2010; Ozdemir & Bacanli, 2020; Rivas-Martínez, 2007; Saharan & Sethi, 2009; Manalu & Sitinjak, 2022). Such interactions include those between a client and a

trustworthy counselor. According to Ozdemir and Bacanli, (2020), counseling is a learning process in which a counselor assists people or groups in understanding themselves and their surroundings so they can make behavioral decisions that support their social, professional, and educational development. Counseling and guidance are transformative processes that teach students what they need to know both inside and outside of the classroom. Through interpersonal interactions, counseling helps people grow by better understanding and managing their issues. A group of two or more persons may occasionally be involved in this procedure.

The purpose of guidance and counselling is to highlight and strengthen educational programs. Some of the specific objectives of the School Counseling Program are (According to Abdullah et al. (2010), the goals of school guidance and counseling services are to assist learners succeed, balance their freedom of movement and control in the classroom, understand themselves and their peers, meet their basic physiological needs, and create opportunities for independence. Guidance and counseling are therefore meant to emphasize and reinforce educational initiatives. The School Counseling Program has several particular goals, including the following (Maree, 2021; Rahmawati et al., 2019; Szlamka et al., 2021).

To aid children with developmental issues, to support the school's curriculum development, to enable students and the school adjust to one other, to help students reach their full potential, Counseling seeks to improve students' intellectual capacities, create a healthy personality, and mold people academically, spiritually, ethically, and socially, according to McFadden et al. (2019) and Kathawa& Arora (2020). Adolescents require guidance and counseling in order to deal with developmental phases and acclimate to school life. Guidance and counseling programs

can assist learners in deciding and doing occupations which are part of their means. According to Akçabozan-Kayabol et al. (2021), choosing a career is extremely challenging since the world is so dynamic and complicated. We can guarantee greater student retention in secondary schools in Makueni subcounty and Makueni county by carrying out further research and enhancing guidance and counseling services. To assess the efficacy of guidance and counseling programs in this field, research was required.

2.4 Availability of teaching resources and student's retention in secondary schools.

The degree to which instructional resources enhance school success is a topic of much discussion in the research community (Rumberger & Thomas, 2016). Numerous research indicate that school dropout rates are influenced by resources. The World Bank (2015) states that a student's higher chance of encountering academic risk factors is influenced by the size and content of their school. It has been shown that a learner's chance of terminating school is influenced by the curriculum.

The pivotal resource within a school organization is its human capital. Emphasizing that teachers stand as the primary personnel within the school, it's essential to acknowledge the significant contributions of other staff members including secretaries, bursars, account clerks, matrons, nurses, messengers, and security personnel. The primary aim of a school is to offer all children equitable and enriched learning prospects, with its most vital asset being the expertise, abilities, and commitment of its educators. Consequently, effective management of teachers is imperative. Headteachers bear the responsibility of overseeing human resources, which includes guiding and inspiring staff, proficiently assigning tasks, and handling conflicts.

Due to the rise in student enrollment in secondary schools in Kenya due to SFDSE (Subsidized Free Day Secondary Education), there's a likelihood of a higher student-to-teacher ratio, resulting in rising work to educators. It affects headteachers, as they are tasked with maintaining educational quality without compromise. Research has needed to evaluate how availability of teaching resources have influenced secondary school students' retention in Makeni Sub County.

2.5 Parental involvement and students' retention in secondary schools.

Student retention rates are positively impacted by active parental involvement in schooling. When parents participate in education of their learners, they develop healthy setting which promote academic success and motivates pupils to stay in school. Davies (2014) emphasizes how important it is to include parents in educational decision-making processes. Parents should support education of their children and urge them to stay in school when they feel included in the decision-making process about course selection, extracurricular activities, and future academic aspirations. Parental disengagement or lack of interest in their children's education can have negative consequences, including raising the likelihood that students will drop out.

Research by the Harvard Family Research Project (2016), highlighted the link between student retention in schools and parental participation. In comparison to pupils with less interested parents, the researchers discovered that children whose parents were actively involved in their education had a higher chance of remaining in school and succeeding academically. Involving parents fosters participation and emotional support, which improves the school environment.

Parental participation strongly impacts students' emotional engagement with school, which in turn affects student retention rates, according a study by Wilder (2014).

Fan and Chen, (2019) emphasized the link between student retention and parental participation. They discovered that children were more likely to stick with their schooling and succeed academically if their parents were involved in school events and kept lines of contact open with instructors. In a similar vein, Jeynes, (2012) found that parental participation has a favorable impact on student outcomes, including retention rates, after conducting a meta-analysis of more than 50 research.

One known protective factor against dropout is parental participation in their children's schooling. A study by the National Center for Family and Community Connections (2010), with Schools found that parental involvement helps create a positive learning environment at home and at school, which encourages students to feel motivated and like they belong and lowers the risk of dropout. When parents fail to support education of their students the students may lack necessary support and guidance both academically and emotionally. This absence of support can lead to feelings of disconnection from school, decreased motivation, and ultimately, a higher risk of dropping out. In Makueni Sub County there has been need for further re-examination on how parental involvement promote students' retention in public secondary schools.

2.6 Theoretical Framework

Vroom's anticipation theory from the perspective of the students served as the basis for this investigation. This is due to the theory's goal of elucidating the factors that encourage students to

remain at a certain institution rather than leaving or transferring (Redmond, 2016). McGregor's X and Y theory served as a study's major management perspective.

2.6.1 McGregor's X and Y Theory

Douglas McGregor, a social psychologist, developed McGregor's Theory X and Theory Y in his 1960 book, which served as basis for this study's management methods (Zendage, 2018). According to the hypothesis, managers have two different sets of presumptions about their staff. Since they provide the fundamentals for effective management approaches and styles, McGregor's 1960 Theory X and Theory Y are still essential for organizational growth and enhancing corporate culture (Lawter et al., 2015). According to Theory X, employees are naturally sluggish, despise their jobs, lack motivation, and constantly avoid taking on responsibilities that require them to perform well. Therefore, in order to guarantee production, they need to be controlled and occasionally even threatened (Kayode, 2013).

According to Theory Y, employees are self-motivated, ambitious people. According to them, most individuals do not naturally detest their jobs as long as they are given good working circumstances (Islam & Eva, 2017). McGregor's theory was used in this study because the principal may need to utilize a variety of management techniques to maintain compliance in cases when instructors and pupils may not follow the rules. This idea also helps the administrator of the school investigate various ways that students and instructors interact and carry out their job in the school. As a result, it acts as a foundational idea for encouraging good management practices in educational institutions (Kayode, 2013).

The drawback of Theory X management style includes fostering a hostile and distrustful work environment, potentially leading to employee sabotage to evade work or achieve personal goals. Conversely, implementing Theory Y management style poses challenges as most individuals naturally have periods where they dislike work to some degree. McGregor's work was based on Maslow's Hierarchy of Needs, and he argued that Theory X addressed lower-order needs, while Theory Y addressed higher-order needs. Maslow's critique of Theory X was that once a lower-order need is fulfilled, it no longer motivates behavior. Despite this limitation, the theory remains pertinent to the study as it will help researchers understand the significance of increased supervision, external incentives, penalties, and the motivating influence of satisfaction. Moreover, the theory promotes learners' ability to approach tasks without constant supervision from their teachers.

2.6.2 The Vroom's Expectancy Theory

The study made use of Victor Vroom, Lyman Porter, and Edward Lawler's Expectancy Theory of Motivation (Vroom, 1964). The method by which people decide between two options is the main emphasis of this theory. According to the idea, people will be motivated to put in the effort if they think that doing so would result in high performance and that good performance will lead to attractive rewards that satisfy one or more of their important needs. According to this expectancy theory, the strength of the anticipation determines the propensity to behave in a particular way. The theory is predicated on the idea that decision-making is connected to psychological processes that accompany conduct and that desire to act is a conscious process.

It contends that the interplay of internal and external factors shapes a person's behavior (Grant & Shin, 2011). According to Vroom three elements, determine motivation to act: instrumentality, anticipation, and valence (Vroom, 1964). This theory defines valence as the degree to which a person prefers a certain result, such a prize. This implies that students who stay in school and work hard will probably be rewarded with high achievement (Vroom, 1964). Contrarily, expectation is the probability that a certain activity or effort will lead to a specified result. It also suggests that an individual's results are influenced by circumstances outside of their control in addition to their decisions (Okumbe, 1998). In an educational setting, this implies that other elements, such as the management style in school, affect student retention, in addition to the decisions made by the students themselves (Penn State World Campus, 2011). According to instrumentality theory, there is a chance that a performance will result in the anticipated payoff. It represents students' conviction that they will be rewarded if they continue their education and finish their coursework (Wood et al., 2015).

Although originally intended to explain employee behavior at work, this theory can be adapted to understand why students might choose one behavior over another. Redmond (2016) argues that this theory is relevant for this study because it clarifies why students might decide to stay in a school rather than transferring or dropping out. The theory also illuminates students' expectations from school management; Not meeting the expectation reduce level of engagement, frustration, decreased morale, and ultimately, dropout (Kaplan & Owings, 2015). The primary drawback of this theory is that it cannot be effectively applied in practice without proactive involvement from managers. The theory assumes that all components are inherently understood, but in reality, leaders must actively ascertain what their subordinates value as rewards (valence). Principals should assess students' capabilities accurately and ensure sufficient resources are available to

support their academic success. They should also maintain their commitments so that students trust that their efforts were led to the rewards promised.

Despite its limitations, this theory remains pertinent to this study as it facilitates the exploration of methods to motivate learners not only to perform well but also to stay enrolled in school. This hypothesis was successfully applied by Friedman and Mandel, (2010) to forecast students' motivation to achieve and stick in college. According to their research, pupils are more inclined to pursue further education when they achieve academic success. This hypothesis was also used by Gichohi (2014) to look into institutional elements that affect student retention rates in Nakuru North District's public elementary schools. According to the report, student retention rates were impacted by many schools' lack of suitable teaching and learning tools. This idea was effectively implemented in another study by Wood et al. (2015), showing that the perceived worth of particular outcomes or objectives plays a major role in determining new actions.

2.7 The Conceptual Framework

Conceptual framework was grounded on principals' management strategies such as motivation, guidance and counseling, provision of instructional resources and parental involvement, which served as independent variables while students' retention rates in public secondary schools was the dependent variables. Teacher characteristics was the intervening variable.

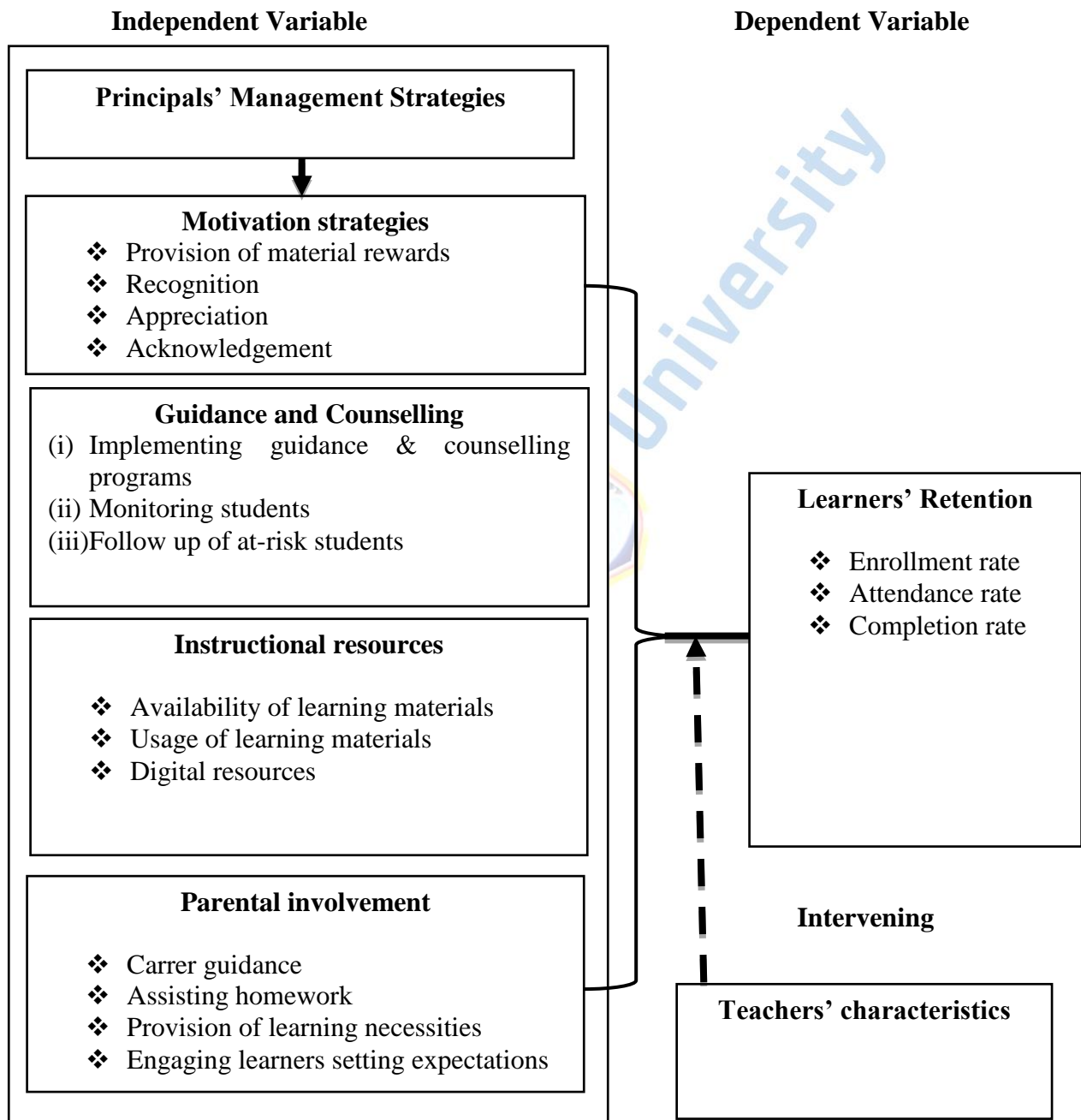


Figure 1: *Conceptual Framework*

2.8 Research Gaps

From the literature review, the following research gaps were identified:

While the content acknowledges the impact of principals' management strategies on student retention rates, there's a lack of specific investigation into the types of management strategies that are most effective in promoting student's retention in school in Makueni Sub County. The content briefly mentions different scholars' perspectives on motivation strategies, but it lacks a comprehensive understanding of the specific strategies implemented by principals and their effectiveness in Makueni Sub County in Makueni County. While the content discusses the importance of guidance and counseling in schools, it lacks specific details on the types of counseling interventions implemented by principals and their effectiveness. The content highlights the potential challenges arising from increased student enrollment and the consequent strain on teaching resources, but it lacks empirical evidence on how resource availability directly influences student retention and academic outcomes in Makueni Sub County. Although the content acknowledges the positive impact of parental involvement on student retention, it lacks specific details on the types of parental involvement practices that are most effective and how they vary across cultural contexts.

2.9 Summary of Literature Review

Review for this has focused on the idea of educating students in secondary school's motivation, guidance and counseling, provision of instructional resources and parental involvement. Principals' management plays a critical role on students' education in secondary schools. However, it is not specifically clear how different principals' management strategies influence learners' retention in schools, so need for this study.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The research approach used to carry out the study is described in this chapter. The study's location, target population, sample size, sampling methods, research instruments, instrument piloting, validity and reliability, data collecting methods, data analysis, and ethical issues are all highlighted.

3.1 Research Methodology

The research problem was better understood because to the study's mixed methodological approach, which used quantitative and qualitative techniques. Because the study involved collecting and evaluating both qualitative and quantitative data in one study, this methodology was acceptable. The researcher used the benefits of qualitative and quantitative approaches to enhance one another. According to Creswell, (2014), a quantitative strategy involves the researcher asking targeted questions and gathering measurable data from a large number of participants. In this case, a questionnaire is used to collect the data. The primary method of gathering qualitative data was verbal statements from participants, which were based on their opinions. In this instance, open-ended test items from a structured interview guide were used to collect data.

3.2 Research Design

The study combined quantitative and qualitative approaches using a descriptive design. Descriptive research design is a quantitative research strategy to handle the quantitative element, collecting quantifiable data for sample statistical analysis (Creswell, 2014). The qualitative

research approach was also used to address the qualitative component, with the goal of correctly illustrating the study topic.

This is because descriptive research tends to focus more on explanation than on testing or exploration. Because it was expected to produce fully validated and supported results free from the effect of interactions between interviews and questionnaire respondents, this specific research methodology was therefore judged acceptable for this study. Furthermore, because it made it possible to gather both quantitative and qualitative data, this approach was appropriate for the study.

3.3 Location of the study

This study was carried out in public secondary schools in Makueni Subcounty, Makueni county. Kenya's Makueni County contains Makueni Subcounty. One of the administrative divisions of Makueni County, which is located in the southeast of the nation, is Makueni Subcounty. Cash crop and subsistence farming, livestock rearing, trade and commerce, small-scale businesses, and tourism are Makueni Sub-county's primary economic activities.

Even after the Kenyan government put in place a policy guaranteeing a 100% transfer, there are still issues with kids being retained in public secondary schools in Makueni Subcounty. Because of its consistently poor student retention rate in public secondary schools, Makueni Subcounty was chosen for the study. According to Booth et al., (2018), the best study sites should be easily accessible to the researcher and allow for immediate rapport with the informants. For this reason, Makueni Sub County was selected since it is convenient for the researcher.

3.4 Target Population

Since there are 45 public secondary schools in Makueni Sub-county, the target population consisted of 8,013 respondents, including 45 principals, 645 public secondary school instructors, and 7,323 Form III and IV students, as indicated in Table 2.

Table 2: Target population of the study

Categories	Target Population
Principals	45
Teachers	645
students in Forms III & IV	7323
Total	8013

Source: Makueni Sub-county Office (2021)

3.5 Sampling Procedures and Sample Size

The researcher employed Yamane's Formula to determine the sample size needed for this study.

The procedure is as shown below:

$$N_0 = \frac{N}{1 + N(e)^2}$$

Where, N_0 = desired sample size at 95% confidence interval

N = Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N = \frac{8013}{1 + 8013 \times (0.05)^2}$$

N0 = 380 respondents

Stratified sampling was utilized to establish five distinct strata. One principal and 40 teachers were chosen from each stratum through purposive sampling, taking into account public secondary schools with a history of low student performance over the past five years. This approach was selected because, as per Creswell (2014), purposive sampling aims to ensure a comprehensive grasp of the variability within the phenomenon of interest in the setting, and to assess the evolving concepts regarding the setting. Nonetheless, 45 students from forms III(15) and IV(20) was chosen from each stratum through simple random sampling to prevent any potential bias. This approach allowed the researcher to achieve a sample size consisting of five principals, 150 teachers, and 225 students in forms III and IV, as illustrated in Table 3.

Table 3: Sampling Grid

Categories	Target Population	Sample Size	Sampling Techniques
Principals	45	5	Purposive sampling
Teachers	645	150	Simple random sampling
Students in Forms III & IV	7323	225	Simple random sampling
Total	8013	380	

Source: Researcher (2024)

3.6 Research Instruments

Two main techniques were used by this researcher to collect the data: questionnaires and interview guides. Principals and students in Forms III and IV were given interview guidelines, while instructors were given a questionnaire. Questionnaires have the benefit of rapidly reaching vast groups with little staff. Additionally, the surveys allow respondents to freely express their thoughts, ideas, and recommendations. Because interview schedules allow the researcher to get

sample information from respondents that would not be feasible with questionnaires, they are appropriate for small samples.

3.6.1 Questionnaire for Secondary School Teachers

The researcher used a questionnaire with closed-ended test items to collect quantitative data from secondary school instructors. This is due to the fact that a questionnaire, as defined by Babbie (2016), is a structured research tool that consists of a set of inquiries intended to extract certain data from respondents. There were two sections to the questionnaire. While the second segment contained questions based on the study goals using a 5-point Likert scale, the first section collected data on the demographic characteristics of the respondents.

3.6.2 Interview Guide for Principals and Forms III & IV students

Structured, unstructured, directed, and non-directional interviews are all possible. In order to get qualitative data from principals and students, the researcher employed structured interview guides with open-ended test items. In this study, structured interviews were essential since they gave the researcher the opportunity to ask more in-depth questions.

3.7 Piloting of Research Instruments

Research instruments were tested with 38 participants selected from public secondary schools in Makueni Sub-county since pilot sample should constitute 10% of the study sample (10.0% of 380), this is according to Kothari (2005). The piloting aimed to assess the appropriateness and clarity of the questions in the designed instruments, the relevance of the information sought, and the suitability of the language used. The outcomes of the piloting additionally served to pretest the research instruments, ensuring their validation and reliability. It also expects to foresee any

difficulties or obstacles encountered by the respondents, such as interpreting the questionnaires and managing time during data collection. The participants involved in the piloting phase was not part of the actual data collection process.

3.7.1 Testing for Validity

According to Heale and Twycross (2015), validity is the degree to which a research technique or instrument is true, accurate, accurate, meaningful, and measures what it is supposed to measure. Therefore, to guarantee that the data required for particular research is collected, each instrument or technique utilized for data collecting in the field must be validated. According to Vahid et al. (2015), validation of research instruments should be carried out with the assistance of subject-matter experts. Therefore, under the supervision of a supervisor who is an authority in the topic of study in question, the research instruments used in this study were validated.

The supervisors assessed a number of factors, such as determining the concepts that the instruments were intended to measure, confirming that the items or checklist appropriately reflected these concepts, making sure that the items on the research questionnaire matched the goals of the study, and confirming that every item produced the expected results. Additionally, determining if the instructions are sufficient and clear, whether the questionnaire items are written in a way that is easy for responders to understand, and whether there are enough things in each sub-theme or area. The researcher used specialists, triangulated data gathering, performed adequate sampling, and chose a suitable study design to address any validity issues. To generate study findings that had broad applicability, it was crucial to maintain control over validity risks.

3.7.2 Testing for Reliability

The degree to which a test consistently yields the same findings when applied again under the

same conditions is known as the reliability of research instruments. According to Paul C. Price (2024), the split-half approach was employed in this study to measure test reliability, as recommended by scholars like Nachmias and Nachmias (1996). In this case, a group of respondents received the test items once, and their results were split into two groups known as "halves." The Cronbach Alpha Method was used to calculate the dependability index between these two parts. Higher internal consistency of the test items within the scale is indicated by a Cronbach Alpha Coefficient that is nearer 1. A Cronbach Alpha Coefficient of $r \geq 0.75$ was deemed satisfactory in this study and demonstrated excellent internal reliability. A Cronbach Alpha score between 0 and 1 indicates strong internal consistency, according Kothari (2005).

3.7.3 Testing for Credibility

Data triangulation employing various analysis was used to confirm the instruments' trustworthiness. This method recognizes that the best people to assess the reliability of the results are the participants or readers. According to Kothari (2005), credibility is the process of demonstrating that the research's findings are credible by depending more on the caliber of the work than its quantity. According to Creswell, (2014), credibility involves demonstrating that the research's findings are credible by relying more on the quality of the data collected than on its quantity.

3.7.4 Testing for Dependability

Each step of the qualitative data collecting method in this study was meticulously documented to guarantee dependability, enabling the researcher to repeat the investigation and provide comparable findings. Dependability guarantees the consistency and reproducibility of the study findings (Kothari, 2005). The criteria used in the research's execution, analysis, and presentation serve as a gauge for this. Because every stage of the study was well recorded, an outside

researcher might duplicate the investigation and provide comparable findings. Researchers are also better able to comprehend the approaches and their efficacy thanks to this thorough reporting.

3.8 Data Collection Procedures

The researcher asked the National Commission for Science, Technology, and Innovation for an authorization letter and research permit, as well as an introduction letter from Mount Kenya University's School of Postgraduate Studies. The researcher asked Makeni's County Commissioner and County Director of Education for a letter of authority. The principals of the sampled mixed public secondary schools were asked for permission to conduct the study after acquiring research licenses and letters of authority.

In order to get the necessary data for the study, the researcher then scheduled meetings with the respondents to administer questionnaires and conduct interviews. A research assistant who had received five days of training on the questionnaire's contents assisted in distributing the questionnaires to the respondents in order to gather quantitative data. For data analysis, the completed surveys were gathered and securely kept. Concurrently, the interviews were carried out in order to gather qualitative information from the participants.

3.9 Data Analysis Procedures

The data analysis process was commenced by identifying common themes within respondents' descriptions of their experiences. Initially, quantitative data was collected and analyzed, followed by qualitative data analysis. Relevant information was segmented into concise phrases or sentences representing individual ideas. Close-ended responses were coded and labeled, with frequency counts generated to understand respondent trends. In accordance with the goals of the

study, theme analysis was performed on the qualitative data, which was then presented in narrative formats. Measures including frequencies, percentages, means, and standard deviation were used in descriptive analysis of quantitative data, while multiple linear regression in the Statistical Packages for Social Science (SPSS Version 30) was used for inferential analysis. Tables and charts were used to illustrate the quantitative findings.

3.10 Ethical Considerations

Ethical considerations in research involve ensuring the protection, rights, and well-being of participants. Deborah, (2011) research should be conducted in a manner that ensures the safety, dignity, and confidentiality of participants. Ethical conduct in research involving human subjects as a fundamental responsibility of all researchers. Assent informed consent from students and informed consent from parents/guardians was sought. Learners' participation was voluntary. They were assured that their answers will be kept private, their name will not be used in any report and that all their information will be kept safe and secure.

i. Confidentiality and Privacy

Any information respondents disclosed about their private or personal lives was kept confidential by the researcher. Respondents were reassured that no written or verbal contact would reveal any personally identifying information about them. Respondents received guarantees that the data they submitted would only be used for that reason.

ii. Anonymity

The responder was given the researcher's word that their identify would never be revealed. Furthermore, no written or spoken contact shall reveal any personally identifying information about the person or the organization.

(i) Informed Consent

The responders were given an explanation by the researcher of the purpose and nature of the study. In order to facilitate voluntary involvement, they briefly described the data gathering process. As a result, the respondents were asked to sign informed consent forms, and the researcher got their consent

(ii) Storage of Data Collected

The collected raw data was arranged for ease of access. Digital copies were saved on storage devices such CDs and flash drives, while hard copies of computer printouts were filed after examination

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The study findings and a discussion of the findings are presented in this chapter. A summary of the respondents' demographic details, including gender, greatest level of education, and school size, is included, along with the response rate. Principals, instructors, and students from Forms Three and Four made up the study's participants. Methods of both quantitative and qualitative data analysis were used. The research objectives of the study serve as the framework for the conclusions, interpretations, and debates.

4.1 Response Rate

The study involved a sample of 380 participants, comprising 5 principals, 150 teachers and 200 Form 3 and Form 4 students. The response rate is presented in Table 4.1.

Table 4: *Participants Response Rate*

Respondents	Sampled	Response	Response rate
Principals	5	5	100%

Teachers	150	145	96.67%
Form 3 &4 Students	225	200	88.89%
Total	380	350	92.11

Source; Researcher, 2025

Table 4 indicates that all principals and teachers achieved a response rate of 100% (5), while students in Forms III and IV recorded a response rate of 88.89% (200) and teachers 96.67% (145). This was made possible as the researcher personally distributed the questionnaires and interview guide, waited for them to be completed, and collected them on the same day. Overall, this resulted in an average response rate of 92.11% (350), supporting Creswell's, (2014) assertion that a response rate exceeding 75.0% is sufficient and appropriate for generalizing findings to the target population.

4.2 Demographic Characteristic of Respondents

The demographic characteristics of the respondents were examined based on gender, educational qualifications and student population.

4.2.1 Demographic characteristic of Teachers by Gender

Information on gender of teachers in public high schools was obtained then presented as illustrated in table below

Table 5: Demographic Characteristic of Teachers by Gender

Teachers	Frequency	Percentage
Male	82	55%
Female	68	45%
Total	150	100%

Source; Researcher, 2025

Table 5 presents data indicating that the respondents included both male and female teachers. Males accounted for 82 (55.0%), while females represented 68(45.0%) of the teacher respondents. This reflects a fairly balanced gender representation in the study.

4.2.2 Highest Level of Education of Respondents

Teachers were asked to indicate their highest attained level of education, as presented in Table 6.

Table 6: *Highest Level of Education for Teachers*

Highest level of education	Frequency	Percentage(%)
Post graduate	16	11.00%
Degree	120	80.00%
Diploma	14	9.00%
Total	150	100%

Source; Researcher, 2025

Table 6 reveals that 16 respondent (11.00%) held master's degree, representing the highest level of qualification recorded. In contrast, the lowest qualification reported was diploma, held by 14 respondents (9.00%). The data also indicates that the majority of teachers possessed a Bachelor's degree, 120 respondents (80.0%). This suggests that perspectives were gathered from teachers with a range of educational backgrounds.

4.2.3 Number of learners in schools

The data below show some schools from where data was collected from.

Table 7: *Number of learners in schools*

School Name	Number of learners
School A	430
School B	248
School C	1373
School D	424
School E	618
Total	3093

Source; Researcher, 2025

4.3 Dropouts in public day and boarding secondary schools

The participants in the study were asked to indicate whether they had observed any instances of student dropouts in their schools during the past year. On question whether there were any cases of dropouts in public day and boarding secondary schools, the respondents were requested to indicate whether they had recorded any cases of student dropouts in their respective schools. The findings are presented below.

Table 8: *Cases of dropouts in the school over the past year*

Response	Frequency	Percentage(%)
Yes(dropouts)	5	100%
No(No Dropouts)	0	0.0%
Total	5	100%

Source; Researcher, 2025

The results presented in Table 4.5 highlight the number of schools with dropouts over the past year. The study revealed that all the schools, five (100.0%) had experienced student dropouts during this period, no school reported no dropouts.

4.3.2. Number of students dropouts over the past year

The participants in the study were asked to share information about student dropouts that occurred in their schools over the past year. Data on the number of students dropouts was collected from the respondents, as presented in Table 9.

Table 9: *Number of students dropouts over the past year*

School Name	Dropout Count	Percentage (%)
A	14	13.9%
B	16	15.8%
C	49	48.5%
D	9	8.9%
E	13	12.9%
Total	101	100%

Source; Researcher, 2025

The data presented in Table 9 indicates that student dropout cases were recorded in the schools over the past year. One school, representing 48.5% of the sample, reported a notably high number of student dropouts, totaling forty-nine. Another school recorded 16 dropouts,

accounting for 15.8% of the sample, while a different school reported 14 dropouts, making up 13.9%. Additionally, one school had 13 student dropouts (12.9%), and the school with the fewest dropouts recorded 9 students, representing 8.9% of the sample. These findings suggest that dropout rates among students in mixed day and boarding secondary schools in Makueni Sub-county are considerably high.

4.4 Influence of motivation on learners' retention in public secondary schools

The researcher aimed to explore the connection between student motivation practices and retention by collecting data from students, teachers, and headteachers through questionnaires and interview schedules

4.4.1 Common Motivation Strategies adopted by Principals.

Motivation plays a key role in keeping learners in school. The principals and learners were asked to state the common motivational strategies adopted by secondary school principals to the students. The findings are presented in table 10 below.

Table 10: *Principals and Students response on common motivational strategies adopted by principals.*

Motivational strategy	Students		Principals	
	Frequency	Percentage(%)	Frequency	Percentage(%)
Verbal praise and rewarding academic excellence	139	70%	5	100%
Providing mentorship opportunities	52	26%		
Recognizing student achievement	9	4%		

Totals	200	100%	5	100%
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Source; Researcher, 2025

The majority of respondents, 70% of students and all (100%) of the principals indicated that principals primarily use verbal praise and rewards for academic excellence. Additionally, 26% of students reported that principals offer mentorship opportunities as a form of reward, while 4% of students mentioned that recognizing students' efforts is another method used by principals to reward learners.

This suggests that school principals primarily emphasize academic achievement when recognizing students, with verbal praise and academic rewards being the most frequently used methods. While academic success is clearly appreciated, other aspects of student development like personal growth, effort, or leadership appear to be less emphasized. The smaller percentages for mentorship and effort recognition indicate these strategies are not widely practiced, pointing to an opportunity to adopt a more well-rounded approach in motivating and supporting students.

4.4.2 Frequency of Learners Motivation

Principal and learners were requested to indicate how frequently learners are motivated. The results are as shown in table 11.

Table 11: *Response from principal and learners on frequency of learner's motivation*

Frequency	Number of principals	Percentage (%)	Number of students	Percentage (%)
Regularly	3	60%	113	57%
Often	2	40%	79	39%
Rarely	0		8	4%
		0.00%		

Totals	5	100%	200	100%
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Source; Researcher, 2025

The majority of principals at 60.00% (3) and students, 57.00% (113) reported that students are rewarded regularly. Additionally, 40.00% (2) of principals and 39.00% (79) of students stated that rewards were given frequently, while only 4.00% (8) of students indicated that rewarding occurred rarely. This suggests that the consistent use of rewards by most principals likely contributed to improved student retention. This led the study to seek input from teachers regarding the types of rewards given and their impact on student retention.

4.4.3 Frequency of Motivational Strategies

Teachers were requested to indicate how regularly different motivational practices are conducted in their schools. The results are as shown in table 12.

Table 12: Teachers' response on level of agreement with statements on motivational strategies

Motivation Practices	Very Often		Rarely		Never	
	F	%	F	%	F	%
Recognizing effort of learners	130	89.66%	4	2.76%	11	7.59%
Appreciating regular attendance and good grades	120	82.76%	10	6.90%	15	10.34%
Acknowledging regular attendance and good grades	123	84.83%	7	4.83%	15	10.34%
Acknowledging academic and co-curricular success	116	80.00%	15	10.34%	14	9.66%

Source; Researcher, 2025

The data indicates that motivation practices are widely and consistently applied. Specifically, 89.66% (130) of respondents reported that school principals frequently recognize students' efforts, while only 2.76% (4) noted this is done rarely, 7.59% (11) indicated never. Additionally, 82.76% (120) of teachers stated that principals regularly appreciate good grades and consistent attendance, whereas 6.90% (10) mentioned this occurs rarely while 10.34% (15) demonstrated

never. Notably, 80.00% (116) indicated very often, 10.34% (15) rarely while 9.66% (14) of respondents confirmed that principals consistently acknowledge both regular attendance and achievements in academic and co-curricular areas.

Principals are engaging in motivation practices, particularly by recognizing student effort, attendance, and achievements. This widespread application of motivational strategies likely contributes positively to student engagement, performance, and retention.

4.4.4 Impact of Motivational Strategies on learners' retention

The researcher also aimed to determine the connection between student motivation practices and retention as perceived by teachers, using a questionnaire. A total of 150 teachers took part in the study. The teacher's questionnaire responses are presented in Table 13.

Table 13: *Teachers' response on students' motivation practices and retention in schools.*

Test items		SA(5)	A(4)	U(3)	D(2)	SD(1)	mean	SD
Recognition of learners' efforts,	%	38%	56%	3%	3%	0.0%	4.29	0.67
attract learners to school	F	55	81	4	4	0		
Social rewards increase enrolment	%	31%	48%	10%	7%	4%	3.96	1.02
and retention		45	70	15	10	5		
Praise and rewards encourage school	%	23%	47%	17%	10%	3%	3.77	1.01
enrolment	F	33	68	25	15	5		
Praise and rewards contribute to	%	7%	80%	7%	3%	3%	3.85	1.01
retention	F	10	116	10	4	4		
Acknowledging efforts attract	%	13%	84%	3%	0.0%	0.0%	4.10	0.39
learners to secondary schools	F	19	122	4	0	0		

Source; Researcher, 2025

As shown in Table 13, 38% (55) of the respondents strongly agreed and 56% (81) agreed that there is a relationship between school principals recognizing learners' efforts and student retention in public secondary schools in Makueni Sub-County, Makueni County, Kenya. Meanwhile, 3.0% (4) of the teachers were undecided, and another 3.0% (4) disagreed and strongly disagreed with the existence of such a relationship. When asked whether social rewards enhance student enrollment and retention, 31% (45) of the respondents strongly agreed and 48% (70) agreed that social rewards have a positive impact. Meanwhile, 10.0% (15) were undecided, and 7% (10) disagreed and 4% (5) strongly disagreed with this view.

The researcher also aimed to find out if praise and rewards promote school enrollment. When teachers were asked about this, 23% (33) strongly agreed and 47% (68) agreed that such practices encourage enrollment. However, 10% (15) disagreed and 3% (5) strongly disagreed, while 17.0% (25) remained undecided. Regarding the impact of praise and rewards on retention, 87.0% (126) of respondents agreed and strongly agreed that there is a link between praising and rewarding learners and student retention. Only 6.0% (8) disagreed or strongly disagreed, while 7.0% (10) remained undecided.

On whether praise and reward contribute to retention, 87.0% of the respondents agreed and strongly agreed that there existed a relationship between praise and rewarding learners and retention of students. Those who disagreed and strongly disagreed with the practice comprised of 6.0% while 7% of the respondents were undecided. Regarding the idea that recognizing learners' efforts contributes to their retention, the vast majority of teachers 97.0% (141) agreed or strongly

agreed that a connection exists. None of the respondents disagreed, while 3.0% (4) were undecided.

This suggests that secondary schools where student efforts are acknowledged tend to have higher retention rates compared to those where such recognition is lacking. Most teachers believe recognizing and rewarding students positively impacts their retention and enrollment in secondary schools. High agreement levels (94%–97%) support the link between motivation and retention, while 70%–87% see it as beneficial for enrollment. Despite a few differing views, the overall consensus emphasizes the value of motivational practices in improving student commitment and reducing dropout rates in Makueni Sub-County.

Table 14: *Correlation analysis between Principals Motivation Strategies and Student Retention.*

	Principals Motivation Practices	Students Dropout Rate
principals' Motivation Practices	Pearsons Correlation=1.000 Sig(2-tailed) = -	Pearsons Correlation=-0.890 Sig(2-tailed) =0.042
Students Dropout Rate	Pearsons Correlation=-0.890 Sig(2-tailed) =0.042	Pearsons Correlation=1.000 Sig(2-tailed) = -
N	5	5

Note: Note. N = 5. $p < .05$.

Pearson's product-moment correlation analysis revealed a strong negative correlation between principals' motivation practices and student dropout rates ($r = -0.890$, $p = 0.042$). This indicates that higher motivation practices by principals are associated with lower dropout rates among students. The strong negative correlation implies that strengthening learner motivation strategies (like recognition, rewards, encouragement) could directly reduce the number of student dropouts.

4.5 Principals counseling strategies and students' retention

Guidance and counseling were a variable in evaluating the second objective, which aimed to determine the influence of guidance and counseling on student retention in public secondary schools.

4.5.1 Type of Counseling Services Provided.

The table 15 indicates principals' and students' responses regarding the types of counseling services provided in schools. Both principals and students reported on the frequency of these activities, reflecting the schools' commitment to supporting students in multiple aspects of their development.

Table 15: *Principal and Students response on type of counseling services offered in schools.*

Counseling areas	Activities	Principals		Students	
		Frequency	(%)	Frequency	(%)
Academic	Study skills,workshops,career guidance	3	60%	162	81%
Emotional	Peer counseling,mental health awareness	1	20%	22	11%
Social	Relationship advice,conflict resolution	1	20%	4	2%
Career development	University and career affairs			12	6%

Source; Researcher, 2025

The information gathered from principals and students about counseling services in schools shows that academic counseling is the most frequently provided and utilized. About 60% of principals (3 out of 5) stated they offer academic counseling, and 81% of students (162) reported receiving it. Emotional counseling is much less prevalent, with only 20% of principals (1 out of 5) offering services like peer counseling and mental health awareness. Just 11% of students (22) said they had accessed emotional counseling. Social counseling is similarly limited. Only one principal (20%) indicated that social counseling is provided, while just 2% of students (4) reported using it. Career development counseling was only reported by students, with 6% (12) indicating they had received such support.

The data reveals that academic counseling is the most widely available and utilized service in schools. However, emotional, social, and career development counseling are limited and underused, indicating a need for schools to expand their support to better address students' overall well-being and future planning.

4.5.2 Regularity of counseling programs.

The table below shows principals and students responses on the regularity of counseling programs.

Table 16: *Principals and students' response on regularity of counseling programs*

Regularity	No of students		No of principals	
	Frequency	(%)	Frequency	(%)
Weekly	36	18%	1	20%
Monthly	153	77%	3	60%
Termly	11	5%	1	20%

Totals	200	100%	5	100%
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Source; Researcher, 2025

Monthly counseling is the most common, reported by 77% of students and 60% of principals. Weekly counseling is less frequent, mentioned by 18% of students and 20% of principals. Termly counseling is the least common, noted by 5% of students and 20% of principals. The data indicates that counseling programs are conducted regularly, with most schools offering them on a monthly basis. However, increasing the frequency of counseling, such as offering weekly sessions, could further enhance student support and reduce dropout rates among those facing ongoing or urgent issues.



4.5.3 Frequency of Counseling Activities.

Table 17 shows teachers' responses on the frequency of counseling activities.

Table 17: Teachers' response on how often different counseling activities are implemented.

Counseling activities		Very often(3)	Rarely (2)	Never (1)
Implementing programs	%	93%	7%	0
	F	135	10	0
Monitoring Students	%	87%	13%	0
	F	126	19	0
Follow up of at-risk students	%	67%	33%	0
	F	97	48	0

Source; Researcher, 2025

Teachers' responses on the frequency of counseling activities shows that: Implementing programs is done very often by 93% (135) of teachers, with only 7% (10) doing it rarely. Monitoring students is also common, with 87% (126) doing it very often and 13% (19) rarely. Following up on at-risk students is less frequent, with 67% (97) doing it very often and 33% (48) rarely. Overall, counseling activities such as implementing programs and monitoring students are regularly carried out by the majority of teachers, reflecting a strong commitment to student support. However, the follow-up of at-risk students is comparatively less consistent, indicating an area that may need more focused attention to ensure vulnerable learners receive the support they need.

4.5.4 Influence of Counseling Strategies on retention.

Table 18 shows teachers' responses on counseling strategies and their impact on student retention.

Table 18: *Teacher's response on extent of agreement on counseling strategies.*

Test items		SA	A	U	D	SD	Mean	SD
		(5)	(4)	(3)	(2)	(1)		
Implementing counseling	%	53%	37%	7%	3%	0	4.40	0.75
programs help retain students	F	77	54	10	4	0		
Monitoring students promote	%	40%	57%	0	3%	0	4.34	0.64
retention	F	58	83	0	4	0		

Follow up of At-Risk students	%	30%	57%	7%	3%	3%	4.08	0.87
enhance retention	F	44	83	10	4	4		
Despite counseling students'	%	23%	27%	13%	17%	20%	3.16	1.46
numbers remain low	F	33	39	19	24	29		

Source; Researcher, 2025

Teachers' responses on counseling strategies and their impact on student retention shows that: 53% (77) of respondents agree strongly agree, 37% (54) agreed that implementing counseling programs helps retain students, 3% (4) disagreed with this while 7% (10) were undecided. 97% of respondents agree that is; 40% (58) strongly agreed, 57% (83) agreed that monitoring students promotes retention while 3% disagreed with that opinion. 87% of respondents agree that is; 30% (44) strongly agreed, 57% (83) agree that following up on at-risk students enhances retention, 6% which is respondents disagree at 3% (4) strongly disagree, 3% (4) agree while 7% (10) were undecided. Opinions are mixed on whether student numbers remain low despite counseling, with only 50% agreeing that is; 23% (33) strongly agreed, 27% (39) agreed, while 37% disagreed (24) or strongly disagreed (29). Teachers largely agree that counseling strategies like implementing programs, monitoring students, and supporting at-risk learner contribute to student retention by addressing various student needs. However, there is some doubt about whether counseling alone can boost overall enrollment or attendance, indicating that other factors may also play a role.

Table 19: Correlation analysis between Principals Counseling Strategies and Student Retention.

	Counseling strategy implementation	Dropout Rate(%)
Counseling strategy	Pearson Correlation	1.000
	implementation	
		Sig.(2-tailed)

	N	5
Dropout rate (%)	Pearson Correlation	-0.977
	Sig.(2-tailed)	0.004
	N	5

Note: Note. N = 5. p < .05.

The study examined the relationship between the implementation of principals' counseling strategies and student retention in public secondary schools. The Pearson correlation coefficient was found to be -0.977 with a p-value of 0.004, indicating a very strong negative relationship between the two variables. This suggests that higher levels of counseling strategy implementation were associated with lower student dropout rates. The correlation was statistically significant at the 0.05 level (2-tailed), implying that effective counseling programs in schools play a crucial role in promoting student retention and reducing dropouts.

4.6. Provision of Instructional Resources and Learners Retention

The study aimed to examine how the availability of teaching and learning resources influences student retention in the schools that were sampled.

4.6.1. Level of adequacy of instructional resources in public secondary schools

The study aimed to determine how adequate the teaching and learning resources were in the schools selected for the research. The resources examined included textbooks, exercise books, reference materials, laboratories and laboratory equipment.

Table 20 presents a summary of the findings regarding the adequacy levels of various resources.

Table 20: *Level of adequacy of instructional resources in public secondary schools*

Test Items	MTA	A	NA	QIA	NE
	(5)	(4)	(3)	(2)	(1)

Textbooks	%	14%	79%	7%	0	0
	F	20	115	10	0	0
Exercise books	%	0	50%	37%	10%	3%
	F	0	73	54	15	4
Reference books	%	7%	34%	59%	0	0
	F	10	49	86	0	0
Laboratories and equipment	%	7%	59%	28%	6%	0
	F	10	86	41	9	0

Source; Researcher, 2025

Table 20 displays the respondents' ratings of resource adequacy, using a scale from 'more than adequate' to 'non-existent.' 79% (115) of participants rated textbooks as adequate, 14% (20) stated that they were more than adequate while 7% (10) found them inadequate. Half of the respondents believed that exercise books were adequate, while 37% (54) considered them not adequate. Only 7% (10) felt the exercise books were inadequate and 3% (4) indicated that, exercise books were not offered in their school.

In the schools surveyed, reference books were generally seen as insufficient, with 59% of respondents rating them as inadequate and 34% (49) viewing them as adequate. Just 7% (10) believed the reference books were more than adequate. Although 59% (86) of respondents rated the laboratories and their equipment as adequate, 28% (41) viewed them as inadequate. Additionally, 7% (10) believed they were more than adequate, while 6% (9) considered them quite inadequate. The findings suggest that most secondary schools possess adequate teaching and learning facilities, with the exception of reference books. This indicates that student retention in these schools may be influenced by other factors other than the availability of instructional resources.

4.6.2 Provision of Instructional Resources.

The availability of teaching and learning resources was regarded as a key element in supporting educational activities. Consequently, the study aimed to identify the entities responsible for supplying instructional materials in mixed public secondary schools. The findings on the providers of these resources are displayed in Table 21.

Table 21: *Providers of instructional resources in public secondary schools.*

Providers	Teachers		Principals	
	Frequency	Percentage (%)	frequency	Percentage (%)
Ministry of education	90	60%	3	60%
Parents	40	27%	2	40%
Sponsors	15	10%		
Donors	5	3%		
Totals	150	100%	5	100%

Source; Researcher, 2025

Table 21 presents the findings regarding the providers of teaching and learning resources in public secondary schools. The data reveals that most schools depend on resources supplied by the government through the Ministry of Education. This was reported by 60% (90 teachers) and 60% (3 principals), while 27% (40 teachers) and 40% (2 teachers) indicated that parents play a role in providing these resources. 10% (15 teachers) indicated that teaching and learning resources are provided by sponsors while 3% (5) teachers stated that the resources are provided by donors. These results suggest that the government is the primary provider of essential teaching and learning materials in public secondary schools.

4.6.3. Effects of instructional resource adequacy on retention

Respondents were requested to share their views on whether the adequacy of teaching and learning resources has an impact on student retention in secondary schools within Makueni Sub-county, Makueni County, Kenya. Their responses are illustrated in the figure below.

Fig 2 illustrates responses on adequacy of teaching and learning resources affect retention in the school?

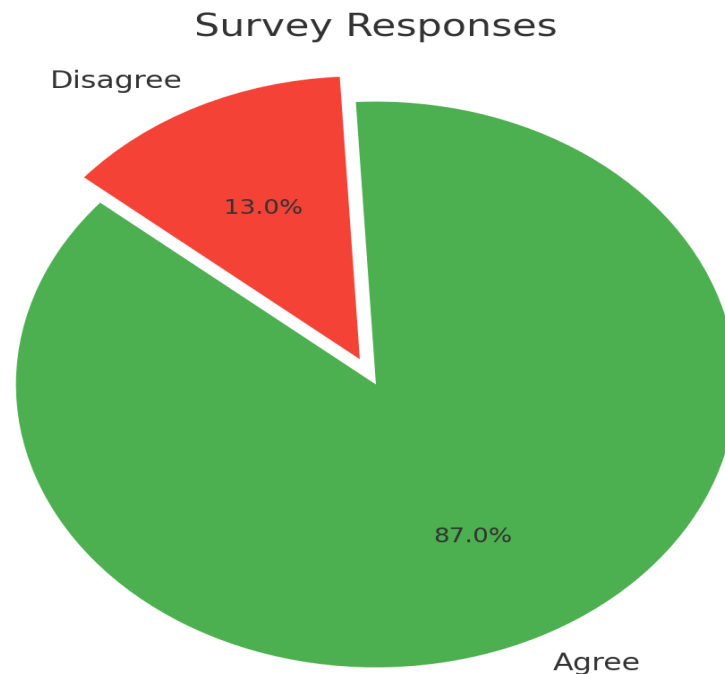


Figure 2: *Adequacy of teaching and learning resources affect retention in the school*

Figure 2 illustrates that, the majority of respondents (87%) agreed that the adequacy of instructional resources impacts learners' retention, whereas 13% disagreed with this statement. When asked to elaborate on their views, respondents stated that: limited resources negatively affect retention by either promoting or restricting student engagement in the learning process;

students are more likely to remain in school where sufficient teaching and learning materials are available; resources support the fulfillment of individual learning needs and lack of resources hampers the efficient and effective delivery of the curriculum. Overall, the availability of resources directly influences teaching quality, with shortages potentially leading to increased drop-out rates or school transfers.

This study finding is consistent with study by Yusuf, (2012) Influence of instructional materials on students' academic performance in social studies in junior secondary schools in Kaduna State, Nigeria. The study found that schools with adequate instructional materials had significantly better student performance and retention rates compared to those with limited resources. Yusuf concluded that the adequacy and effective use of instructional materials enhance student understanding, participation, and retention in the learning process.

4.6.4 How availability of instructional resources impact ability to learn.

Respondents n sampled students were requested to indicate how availability of teaching and learning resources impacted their ability to learn. Their responses are shown in table 22 below

Table 22: *How availability of teaching and learning resources impact learner's ability to learn*

Potential impact on learners	frequency	Percentage (%)
Enhances understanding of concepts	178	89%
Foster learning space	22	11%
Totals	200	100%

Source; Researcher, 2025

The results presented in Table 4.14 indicate that the majority of students, 89% (178 respondents), reported that the presence of instructional resources improves their understanding of concepts, while 11% (22 respondents) stated that such resources foster their learning space. Access to learning resources enables students to grasp and interact with academic content more effectively.

These resources help simplify complex ideas, making them easier to relate to and understand. When learners are provided with the necessary tools for success, their likelihood of remaining in school increases. On the other hand, limited resources negatively impact retention by affecting student engagement and participation. Schools with sufficient teaching and learning materials tend to retain students longer, as these resources support diverse learner needs and facilitate the efficient and effective implementation of the curriculum.

4.6.5 How quality of school facilities influences learning.

The study aimed to investigate how the quality of instructional resources affect retention of learners. The table below has summary of the findings.

Table 23: *Students' response on how quality of school facilities influences learning.*

Potential impact on learner	Frequency	Percentage
Increases focus	16	8%
Creates a conducive learning environment	184	92%
Totals	200	100%

Source; Researcher, 2025

According to the findings in Table 23, majority of students, 92% (184 respondents) noted that the quality of learning resources directly impacts their learning and contributes to a conducive learning environment. Meanwhile, 8% (16 respondents) indicated that these resources help improve concentration. When students have what they need to succeed, they are more likely to stay in school.

Students tend to remain in school longer when sufficient instructional resources are available, as these materials support the diverse needs of individual learners. A lack of resources can obstruct the smooth and effective implementation of the curriculum. Moreover, the availability of

resources directly influences the quality of instruction, and insufficient resources may contribute to increased dropout rates or student transfers.

Table 24: *Correlation between resource adequacy and student's retention.*

	Instructional Resource Adequacy	Dropout Rate (%)
Instructional Resource Adequacy	Pearsons Correlation	1.000
	Sig.(2-tailed)	0.002
	N	5
Dropout Rate(%)	Pearsons Correlation	-0.987
	Sig.(2-tailed)	0.002
	N	5

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

The significance level (2-tailed) was determined to be statistically meaningful, as the Pearson correlation coefficient ($r = -0.987$) is extremely strong and typically corresponds to a p-value 0.01. The results demonstrated a very strong negative relationship between instructional resource adequacy and student dropout rates, meaning that improved availability of learning resources is linked to reduced dropout rates. These findings indicate that strengthening the adequacy of teaching and learning materials greatly enhances student retention. Schools equipped with sufficient resources recorded fewer dropouts, emphasizing the vital role that instructional support plays in keeping students in school.

4.7 Influence of parental involvement on learners' retention

The researcher aimed to explore the impact of principals' engagement with parents on student retention in public secondary schools

4.7.1 Principal parental involvement in different activities

Table 4.22. How often principals involve parents in learners' education in public secondary schools' students' observations were recorded as demonstrated in table below.

Table 25 students views on Level of principals' parental involvement

Activities		Very often (3)	Rarely (2)	Never (1)
Career guidance and counseling	%	45%	52%	3%
	F	90	104	6
Provision of necessities	%	69%	31%	0
	F	138	62	0
Setting learner expectations	%	76%	24%	0
	F	152	48	0
Assisting learners in homework	%	50%	47%	3%
	F	100	94	6

Source; Researcher, 2025

Table 25 reveals that 45% (90) of students reported that secondary school principals frequently involve parents in career guidance and counseling, 52% (104) stated that principals rarely involve them, while 3% (6) indicated that principals never do. The study revealed that 69% (138) of students reported that principals frequently involve parents in the provision of necessities, while 31% (62) stated that this happens rarely. Table 25 further indicates that 76% (152) of students reported that principals frequently involve parents in setting learners' expectations, whereas 24% (48) stated this occurs rarely. Half of the students at 50% (100) indicated that principals frequently involve parents in helping learners with homework, 47% (94) reported that this rarely happens, and 3% (6) stated that it never occurs. These findings suggest that parental involvement plays a significant role in motivating students to pursue secondary education. While there is a positive trend in some areas, there is still room for improvement in strengthening parental involvement across all aspects of student support.

Table 26: *Teachers view on the influence of principals' involvement of parents on learners' education in public secondary schools.*

Activities		SA	A	U	D	SD	Mean	SD
Principals involve parents in career guidance	% F	21% 30	51% 74	7% 10	17% 24	4% 6	3.68	1.10
Parents provide adequate learner necessities	% F	27% 39	73% 106	0 0	0 0	0 0	4.27	0.44
Parents are involved in setting learner expectations	% F	24% 35	45% 65	11% 16	20% 29	0 0	3.73	1.04
Parents assist learners in homework	% F	14% 20	42% 61	32% 46	3% 4	10% 15	3.50	1.09
Parents ensure learners enroll, attend and complete education in time	% F	31% 45	56% 81	3% 4	7% 7	3% 3	4.05	0.94

Source; Researcher, 25

Table 26 shows that 21% (30) strongly agreed, 51% agree (74) that principals in public secondary schools involve parents in career guidance to encourage student attendance. Meanwhile, 7% (10) were undecided while 21% disagree (17% (24) disagreed, 4% (6) strongly disagreed). The findings highlight that parents have certain qualities that enable them to effectively motivate students to attend school. The study also revealed that 27% (39) of teachers strongly agreed that principals of public secondary schools engage stakeholders in providing adequate necessities for learners, while 73% (106) agreed. The study further showed that 24% (35) of teachers strongly agreed that, in public secondary schools, parents are involved in setting learners' expectations to

motivate their participation in academic activities. Additionally, 45% (65) agreed, 11% (16) were undecided, and 20% (29) disagreed.

The study further indicated that 14% (20) of teachers strongly agreed that public secondary school principals make sure parents support learners with homework. Additionally, 42% (61) agreed, 32% (46) were undecided, 3% (4) disagreed, and 10% (15) strongly disagreed. The study revealed that 31% of teachers strongly agreed that, in public secondary schools, parents play a role in ensuring learners enroll, attend regularly, and complete their education on time. Similarly, 56% agreed, 3% were undecided, 7% disagreed, and another 3% strongly disagreed.

Table 27: *Correlation analysis between Principals involvement of parents and Student Retention.*

	Parental involvement score	Dropout Rate (%)
Parental involvement score	Pearsons Correlation	1.000
	Sig.(2-tailed)	
	N	5
Dropout Rate (%)	Pearsons Correlation	-0.982
	Sig.(2-tailed)	0.003
	N	5

**correlation is significant at the 0.05 level (2-tailed)

The Pearson correlation coefficient between parental involvement and student dropout rates was found to be -0.982, indicating a very strong negative relationship. The significance value (Sig. 2-tailed) was 0.003, confirming that the correlation is statistically significant at the 0.05 level. These findings demonstrate that greater parental involvement is strongly linked to lower dropout rates. The statistical significance of the results suggests that principals' initiatives to actively

involve parents in their children's education play a critical role in minimizing student dropout rates.

4.7.2 Frequency of principal-parental engagement.

Table 28: *Frequency of principal's parental engagement to learner's education.*

Frequency of engagement	Number of students (%)	Number of principals (%)
Yearly	3.5%	0
Termly	86%	80%
Monthly	7%	20%
Rarely	3.5%	0
Total	100%	100%

Source; Researcher, 2025

Table 28 shows the frequency in which principals engaged parents in their learner's education in Makueni Sub County in Makueni County. Over three-quarters (86%) of the students reported that principals involve parents in school activities once each term. Meanwhile, 14% indicated that this engagement occurs on a monthly basis, 3.5% stated that it happens once a year, and another 3.5% noted that parents are rarely involved in school activities. 80% of school principals reported that they involve parents in school activities once each term, while the remaining 20% stated that such involvement takes place on a monthly basis. High parental involvement fosters a supportive school environment, strengthens school-family relationships, and boosts student motivation and discipline. Conversely, limited involvement may hinder learner engagement and retention. Regular parent engagement is therefore key to improving student retention in Makueni Sub County.

4.7.3 Role of parents in encouraging learners

Table 29: *Parental roles in learner's encouragement.*

Parental Role	Number of students	Number of principals
Supervising homework	5.5%	0
Attending school meetings (Academics)	12.5%	20%
Supporting extracurricular activities	7%	0
Providing financial support	71.5%	80%
Not applicable	3.5%	0
Total	100%	100%

Source; Researcher, 2025

The majority of students (71.5%) indicated that the primary way their principals involve parents is through the provision of financial support to the school. Additionally, 12.5% mentioned that parents participate by attending school meetings, 7% noted involvement through support of extracurricular activities, 5.5% said parents help by supervising homework, and 3.5% stated that parental engagement in school activities does not occur at their schools. On the other hand, majority of the principals (80%) reported that they primarily involve parents through the provision of financial support to the school, while 20% stated that parents are engaged mainly through attending school meetings. While financial support is important, limited parental involvement in other areas may negatively impact learner retention. Broader engagement such as attending meetings, supporting activities, and supervising homework can enhance student motivation and performance. Expanding parental roles beyond finances could improve student success and strengthen school-community ties.

4.7.4 Thematic Analysis of on influence of parental engagement on learners' retention

The researcher also interviewed school principals to assess how parental involvement affects students' education in public secondary schools. The participants generally agreed that engaging parents has an impact on student enrollment figures and influences dropout rates after students have enrolled. According to Principal P1,

“Parental involvement on education leads to increase in student retention as parents contribute to setting academic goals which motivate students to stay in school”.

The interviewees agreed that parents are consistently involved in ensuring schools are well-equipped with instructional and learning materials to support students' education.



Mount Kenya University

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND CONCLUSION

5.1 Introduction.

This chapter provides an overview of the study's summary, conclusions, recommendations and suggestions for related areas for future research.

5.2 Summary of the findings.

The study examined the impact of motivation on student retention in public secondary schools, focusing on the role of principals' motivational strategies. Data was collected from students, teachers and principals through questionnaires and interviews. It was reported that principals primarily use verbal praise and academic rewards to motivate students, with 70% of students and 100% of principals acknowledging this method. Mentorship and recognition of achievements were less common.

Most principals (60%) and students (57%) reported that students are regularly motivated. A smaller percentage noted frequent rewards, indicating consistent motivation practices that may support student retention. Teachers confirmed that principals frequently recognize students' efforts, attendance and academic successes. This consistent application of motivational strategies likely contributes positively to student engagement and retention. The majority of teachers (94%) agreed that recognizing student efforts is linked to higher retention rates. A strong positive correlation was found between motivational practices and reduced student dropout rates, with a Pearson correlation of -0.890, indicating that effective motivation strategies by principals lead to lower dropout rates.

The fourth objective examined the types of counseling services offered, the regularity of these services, and their impact on student retention. Academic counseling was the most common,

with 60% of principals offering it and 81% of students accessing it. Emotional and social counseling were less prevalent, with only 20% of principals providing emotional counseling and 2% of students using social counseling services. Career development counseling was reported by 6% of students. Monthly counseling sessions were most common, reported by 77% of students and 60% of principals. Weekly counseling was less frequent, while termly counseling was the least common. This suggests a need to increase the frequency of counseling sessions to provide more consistent support.

Most teachers reported implementing counseling programs (93%) and monitoring students (87%) frequently. However, following up with at-risk students was less consistent, with 33% of principals rarely doing so, indicating an area for improvement. The majority of teachers agreed that implementing counseling programs (90%), monitoring students (97%), and following up on at-risk students (87%) all help improve student retention. However, there was less consensus about counseling impact on overall student enrollment, with mixed opinions about whether counseling alone can increase student numbers. A strong negative correlation of -0.977 was found between counseling strategy implementation and student dropout rates, suggesting that more effective counseling is associated with lower dropout rates. This correlation was statistically significant, emphasizing the importance of counseling in improving student retention.

In accordance to objective four, most schools were found to have enough textbooks (79%) and laboratories (59%), but reference books were largely inadequate (59% rated them inadequate). Exercise books were considered moderately adequate. While most resources were available, gaps in reference materials could affect learning quality. The majority of teaching and learning resources were provided by the Ministry of Education (60%), followed by parents (27%),

sponsors (10%), and donors (3%), making the government the primary supplier. 87% of respondents agreed that sufficient instructional resources positively impact student retention. Adequate resources improve engagement, curriculum delivery and learning quality, helping to reduce dropout rates.

This finding is consistent with Yusuf (2012), who found that instructional material adequacy enhances performance and retention. 89% of students stated that resources enhance their understanding of concepts, while 11% said they foster a better learning space. Access to resources makes learning easier and more effective, supporting better retention. 92% of students said that quality facilities create a conducive learning environment, while 8% noted that they help increase focus. Better facilities were associated with higher student retention. Correlation Between Resource Adequacy and Retention showed very strong negative correlation ($r = -0.987$, $p = 0.002$) was found between instructional resource adequacy and dropout rates. This indicates that schools with better resources have significantly lower dropout rates.

In accordance to objective four, it was found that principals often involve parents in setting learner expectations (76%) and providing necessities (69%). However, involvement in career guidance (45%) and homework assistance (50%) was lower, with many teachers noting these happen rarely. While there is a positive trend, there is still room for improvement in parental involvement across all areas. Most teachers agreed that principals involve parents in career guidance (72% agreement), provision of necessities (100%), and setting expectations (69%). However, parental involvement in assisting with homework was less strong (56% agreement). Teachers also noted that parents play a key role in ensuring students enroll, attend and complete

school. Correlation Between Parental Involvement and Student Retention showed a very strong negative correlation ($r = -0.982$, $p = 0.003$) between parental involvement and dropout rates.

This shows that increased parental involvement significantly lowers dropout rates, indicating why it is important for parents to take part in education of their children. Most parental engagement happens once per term (86% of students, 80% of principals reported this). Monthly engagement was reported by 7% of students and 20% of principals. Frequent engagement builds a supportive school environment, boosting motivation and discipline. The majority of students (71.5%) and principals (80%) reported that parents mainly support the school financially. Other forms of involvement, like attending school meetings (12.5%) or supporting extracurricular activities (7%), were less common. Expanding parental roles beyond financial support could better enhance student motivation, performance and retention.

5.3 Conclusion

According to the results, the research concludes that principals' motivational strategies, particularly the use of verbal praise and academic rewards, play a significant role in enhancing student retention in public secondary schools. Consistent recognition of students' efforts, achievements and attendance by principals fosters greater student engagement and reduces dropout rates. The strong negative Pearson correlation (-0.890) between motivational practices and dropout rates further confirms that effective motivation strategies directly contribute to improving student retention.

In addition, the study concludes that principals' counseling strategies significantly influence student retention in public secondary schools. Academic counseling is the most commonly

offered service, while emotional, social and career counseling are less frequently provided, indicating areas for expansion. Regular monthly counseling sessions are common, but more frequent support could enhance effectiveness. Although most principals actively implement counseling programs and monitor students, inconsistent follow-up with at-risk students remains a challenge. The strong negative Pearson correlation (-0.977) between counseling strategy implementation and student dropout rates highlights that effective and consistent counseling greatly contributes to reducing dropout rates and improving student retention.

Further, the research concludes that adequacy of instructional resources influence student retention in public secondary schools. While textbooks and laboratories are generally sufficient, the shortage of reference books remains a concern that could impact learning quality. Government, through the Ministry of Education, is provider of these resources. A large majority of respondents confirmed that sufficient instructional materials enhance student engagement, improve learning environments and support curriculum delivery, all of which contribute to higher retention rates. The very strong negative correlation ($r = -0.987$, $p = 0.002$) between resource adequacy and dropout rates further emphasizes that well-resourced schools experience substantially lower dropout rates.

Finally, the study concludes that principals' efforts to involve parents positively influence student retention in public secondary schools. Parental involvement is strongest in setting learner expectations and providing necessities, but weaker in areas like career guidance and homework support, indicating room for growth. Teachers and principals recognize the important role parents play in student enrollment, attendance and completion. Negative correlation ($r = -0.982$,

$p = 0.003$) between parental involvement and dropout rates confirms that greater parental engagement significantly reduces student dropout. While most parental engagement currently occurs once per term and is largely financial, expanding parental participation in academic and extracurricular support could further enhance student motivation, performance and retention.

5.4. Recommendations for practice

Principals should diversify motivational approaches beyond verbal praise and academic rewards to include certificates, public recognition, mentor-ship programs and leadership opportunities to further boost student engagement. Schools should establish structured recognition programs that regularly celebrate student achievements in academics, behavior, attendance and extracurricular activities, creating a culture of consistent motivation. Ministry of education should organize training sessions and workshops for principals to enhance their skills in implementing effective and innovative motivational strategies that are responsive to students' diverse needs.

Schools should broaden the scope of counseling beyond academic support to include emotional, social and career counseling, addressing the full range of student needs to promote holistic development and retention. Principals should implement more frequent counseling sessions, ideally moving from monthly to biweekly or even weekly. Regular training workshops should be organized for principals and school counselors to equip them with updated counseling skills, particularly in handling emotional, behavioral and career-related issues. The Ministry of Education should give out extra funds for counseling services, this will enable institutions hire professional counselors and create dedicated counseling centers within schools to ensure a supportive environment. Education authorities should require all public secondary schools to

implement comprehensive counseling programs that cover academic, emotional, social and career guidance as part of the standard curriculum.

Schools and the Ministry of Education should prioritize providing more up-to-date and relevant reference books to complement textbooks and enhance students' learning and research skills. Schools should conduct regular audits of their instructional materials to identify shortages and outdated resources and update them to align with current curriculum requirements. Schools should engage parents, alumni and local sponsors to supplement government efforts by donating books, laboratory equipment and other instructional resources. The Ministry of Education should give out extra funding specifically for purchasing of instructional materials, with special attention to reference books and learning aids.

Principals should encourage parents to be more actively involved in their children's academic lives, such as by participating in school meetings, supporting homework and attending academic and extracurricular activities. Schools should organize career days, workshops and seminars where parents are invited to share experiences about different career paths, helping students better understand future opportunities. Schools should move toward holding more regular parent engagement activities. Schools should provide brief training sessions or informational materials to equip parents with skills to assist their children with homework and learning at home. Schools should establish effective communication platforms (such as SMS alerts, newsletters, or parent portals) to maintain continuous dialogue between the school and parents about student progress. Schools can implement recognition programs to appreciate parents who actively participate in school activities, encouraging more widespread involvement. The Ministry of Education should create policies that outline the roles parents can play in supporting schools beyond financial

contributions, emphasizing academic and emotional support. Every school should be required to implement structured parent engagement programs with clear activities scheduled throughout the academic year to promote consistent involvement.

5.5. Recommendations for further research.

The researcher suggests that the following areas can be researched further:

1. To gain a broader national perspective, similar research should be conducted in other counties across Kenya, as this study was limited to public secondary schools in Makueni Subcounty.
2. A repetition of research after some time to see if the same results can be replicated.
3. Additional studies beyond principals' management practices should be conducted to identify the challenges contributing to high dropout rates in secondary schools within Makueni Subcounty.
4. The study focused solely on respondents within schools. Future research should include dropouts from public secondary schools to identify the factors that led to their early departure from the institutions they had enrolled in.

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APPENDICES

Appendix I Letter of Introduction

May 2024

Dear Sir/Madam

RE: PERMISSION TO CARRY OUT RESEARCH

I am currently enrolled as a student pursuing a Master of Education degree in Educational Administration, Leadership, and Management at Mount Kenya University. My area of research focuses on: Influence of principal's management strategies on learner's retention in public secondary schools in Makueni Sub County in Makueni County. In order to accomplish this objective, you have been chosen to take part in the research. I respectfully ask you, as a participant, to fully engage in the study. The data gathered was be solely utilized for academic purposes, and your identity was remaining confidential in the report. Should you wish to access the study's findings, they were being made available to you upon request.

Your participation will be highly appreciated

Thank you

Yours faithfully,

Agnes Masaku



Appendix II Informed Consent Form

Dear Respondent,

The researcher is enrolled at Mount Kenya University's Master of Education program in Educational Administration, Leadership, and Management. The impact of principals' management techniques on student retention in public secondary schools in Makueni Sub County

Purpose of the Study: We are conducting a study to understand how principals' actions, guidance and counseling, instructional resources, and parental involvement affect your education and learning experiences in secondary school.

You will be asked to answer some questions in an interview or complete a questionnaire about your experiences in school. Your participation will help us understand what can be done to improve education for students like you. **Voluntary Participation:** Your participation is completely up to you. If you decide not to participate or if you want to stop at any time, that is okay, and there will be no negative effects on you.

Privacy: We will make sure that your answers are kept private. Your name will not be used in any reports, and all information will be kept safe and secure.

Questions: If you have any questions about this study or what you need to do, please ask your teacher or contact Masaku Mwikali Agnes at 0708853063.

Assent: By signing below, you agree to take part in this study. You understand what the research is about and that you can decide whether to be involved if you want.

Student's Signature: _____ Date: _____

Principal Investigator's Signature: _____ Date: _____

Appendix IV Parent/guardian Informed Consent Form for Student Participation

Title of Study: Influence of principal's management strategies on learners' retention in public secondary schools in Makueni Subcounty in Makueni County.

Principal Investigator: Agnes Masaku Mwikali **Institution:** Mount Kenya University

Contact Information: 0708853063

Purpose of the Study: The purpose of this research is to explore how various factors such as principals' motivational tactics, guidance and counseling strategies, instructional resources, and parental involvement impact students' educational experiences in public secondary schools in Makueni Subcounty. The findings from this study aim to enhance our understanding of these factors and potentially improve educational practices and policies.

Procedures:

Your child will be requested to take part in this through either completing a questionnaire or participating in an interview.

The study involves approximately 8013 respondents, including 45 principals, 645 teachers, and 7323 students from Forms III & IV in public secondary schools.

Data will be collected through structured interviews and questionnaires, which will cover topics related to students' experiences and perceptions of school practices.

Voluntary Participation: Participation in this study is entirely voluntary. The child can decide to participate or withdraw from this study and no punishment will be imposed.

Confidentiality: Every data collected from your child is private. No individual information will be published. Data was be securely stored and only accessible to the research team.

Risks and Benefits: This study aims to gather valuable insights that could contribute to improving educational practices and resources in schools. The benefits include providing valuable feedback that may help enhance educational experiences and support systems for students in secondary schools.

Right to Withdraw: Your child has the right to withdraw from the study at any point without any consequence or loss of benefits. Participation is voluntary, and withdrawing will not affect their relationship with their school or the researcher.

Contact Information: If you have any questions about this study or would like further information, please contact MasakuMwikali Agnes at 0708853063.

For any concerns about your child's rights or any aspect of the study, you may contact research@mku.ac.ke.

Consent to Participate: By signing this form, you acknowledge that you have been informed about the purpose of the study, the procedures involved, and your child's rights. You consent to your child's participation in this research study under the conditions described above.

Parent/Guardian Name: _____ Parent/Guardian Signature: _____

Date: _____ Principal Investigator's Signature: _____

Date: _____



Appendix V Questionnaire for Teachers

Dear Respondent,

The researcher is a student at Mount Kenya University who is pursuing a Master of Education degree with a focus on Educational Administration, Leadership, and Management. doing research on the following topic: The impact of principal management techniques on student retention in Makueni County's public secondary schools in Makueni Subcounty. Your provided data will be treated with confidentiality and used only for this study.

Section A: General Information

Instruction: Please tick as appropriate in the space provided.

Gender: Male [] Female []

Highest Level of Educational Attainment

Certificate [] Diploma [] Degree [] Post-graduate []

Section B: Learners' Education in Public Secondary Education

Please, state the number of learners in your public secondary school

.....



Section C: Motivation Strategies and learners' Retention in Secondary Schools

On a scale of 1- 3, kindly indicate the frequency with which your principal engages in the following motivational activities.

Motivation Practices	Very Often (3)	Rarely (2)	Never (1)
Recognizing efforts of learners to undertake academic activities			

Appreciating learners whenever they attend school regularly, work hard and register good grades in examination			
Acknowledging learners who excel in academic and co-curricular activities			
Provision of material rewards			

2. Please assess your level of agreement with the following statements regarding the impact of motivation strategies implemented by principals on students' education in secondary schools.

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

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my secondary school, recognition of learners' efforts has enabled my principal to attract learners					
2	Use of social rewards such as recognition of learners' efforts has enabled my principal to enroll many learners and keep them at school					
3	In my secondary school, the principal use praise and rewards to entice learners to enroll into school					
4	Use of praise and rewards has enabled my principal to retain many learners					
5	Principals often acknowledge learners' efforts as a way of attracting them to secondary schools					

Section D: Principals' Counseling Strategies and Students' Retention in Secondary Schools

Please, in a scale of 1-3, rate how often your principal organizes counseling programs in your secondary school

Counseling Activities	Very Often (3)	Rarely (2)	Never (1)
Implementing counseling programs			
Monitoring students			
Follow up of At-Risk students			



Rate the extent to which you agree with the following statements on how counseling strategies which your principal adopts influence learner's retention in secondary school.

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

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My school principal implement guidance and counseling programs to keep learners in school.					
2	My school principal monitor students to keep them in					

	school					
3	My principal does follow up of At-Risk students as a way of keeping them in school					
4	Despite setting up counseling units, the number of students in my secondary school is still low					

Section instructional resources and learners' Retention in Public

Schools

1. Where do you get instructional resources from?

Sponsor() Parent ()Ministry of education () Donors ()

Others(kindly indicate) _____

2. Does adequacy of instructional resources affect retention of learners in schools. Yes [] No []

3. State how this instructional resources are adequate for teachers and students. Use the rating scale:

MTA: More than Adequate; A- Adequate; NA-Not Adequate; QUA-Quite Inadequate and NE: Non-existent.

No.	Test Items	MTA	A	NA	QIA	NE
		5	4	3	2	1
1	Textbooks					
2	Exercise books					
3	Reference books					
4	Laboratories and Lab equipment					

SECTION F: Principals' parental involvement and learners' retention in Public

Secondary Schools

1. Please indicate, using a scale of 1 to 3, how frequently your principal engages parents in performing the following duties at the school

Activities where parents are Involved	Very Often (3)	Rarely (2)	Never (1)
In career guidance and counseling			
In provision of necessities like uniform, sanitary towels for girls,			
Engaging in setting learner expectation			
Assisting learners in homework			

2. Rate the extent to which you agree with the following statements on how involving parents influence learners' retention in your secondary school

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

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the principal involves parents to conduct career guidance as a way of encouraging learners to attend school					
2	My school principal involves parents to provide adequate learners necessities					
3	In my secondary school, the principal ensures that					

	parents are involved in setting learners' expectations					
4	My school principal ensures that parents assist learners in homework					
5	In my secondary school, parents have ensured that many learners enroll, attend and complete their education in time					

Thank you

Agnes Masaku



Appendix VI Interview Guides for Principals

Dear Respondent,

The researcher is a student at Mount Kenya University's Master of Education program in Educational Administration, Leadership, and Management. The effect of principals' management techniques on student retention in public secondary schools in Makueni Sub County is the subject of the study.

Section A: Learner Education in Public Secondary Schools

Wat is the number of learners at your secondary school?.....

Do you have students who have dropped out of school before completing secondary school?.....

How many students left school within the last year?.....

Section B: Principals' Motivation Strategies and learners' Retention in Secondary Schools

How often do you motivate your learners to take part in school activities?.....

What are the motivation strategies you adopt to enhance learners' education in your school?

.....

Section C: Principals' Counseling Strategies and learners' retention in Secondary Schools

How often do you organize guidance and counseling programs for students in your school?.....

Which counseling areas and activities do you engage in to enhance learners' education in your school?

Section D: Provision of instructional resources and Learners' Retention in Secondary Schools

Who provides instructional resources in school?.....

Does adequacy of instructional resources affect learners retention in public Secondary Schools?.....

Section E: Principals' Involvement of Parents and Learners' Retention in Secondary Schools

How often do you involve parents in students' education/in school activities?

.....

Which activities do you involve parents in as a way of enhancing students' education in your secondary school?.....

How does involving parents influence students' education in your school?

.....

Thank you

Agnes Masaku



Appendix VII Interview Guide for Students in Forms III & IV

Dear respondent,

The researcher is a student at Mount Kenya University's Master of Education program in Educational Administration, Leadership, and Management. The impact of principals' management techniques on learner retention in public secondary schools in Makueni Subcounty is the subject of the study.

Section A: Motivation Strategies and learners' Retention in Secondary Schools

1.How frequently does your principal encourage students to participate in school events and activities?.....

2.What are the motivation strategies your principal adopts to enhance learners’ education in your school?.....

Section B: Counseling Strategies and learner’ Retention in Secondary Schools

1.How regularly does your principal arrange counseling programs for students at your school?.....

2.What types of counseling services and activities does your principal provide to motivate students to engage in secondary school programs?.....

Section D: Availability of teaching resources and students’ retention in secondary schools.

1.How do you think the availability of textbooks and other learning materials impacts your ability to learn?.....

2.In what ways does the quality of school facilities (such as classrooms, libraries, and laboratories) influence your learning experience?

Section C: Principals’ Parental Involvement and Learners’ retention in Secondary Schools

How frequently does your principal engage parents in academic initiatives at your school?

.....

2.What roles do parents play in encouraging learners’ involvement in school activities at your secondary school?.....



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.



Appendix IX Introduction Letter to NACOSTI



DIRECTORATE OF GRADUATE STUDIES

MED/2023/37424

26th November, 2024

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

Dear Sir/Madam,

RE: AGNES MASAKU- REGISTRATION NO. MED/2023/37424

Appendix XI Ethical Review Certificate



Mount Kenya University

REF: MKU/ISERC/4432
TO: AGNES MASAKU

Date: 24 September 2024

REG: MED/2023/37424

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS MANAGEMENT STRATEGIES ON LEARNERS RETENTION IN PUBLIC SECONDARY SCHOOLS IN MAKUENI SUB COUNTY ,MAKUENI COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3154**. The approval period is **24/09/2024 - 23/09/2025**.

This approval is subject to compliance with the following requirements:

- Only approved documents including informed consents, study instruments, MTA will be used
- All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- Death and life-threatening problems and serious adverse events or



Kenya University

Appendix XII Authorization Letter from County Director of Education



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telephone:

Fax:

Email: cdemakueni@gmail.com

When replying please quote

County Director of Education Office

P.O BOX 41 - 90300

MAKUENI

22nd October, 2024

Ref No. MKN/C/ED/5/33/VOL.II/222

Ms Agnes Mwikali Masaku

MOUNT KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION

This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) Dated 22nd October, 2024



Appendix XIII Authorization Letter from County Commissioner

b



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telegram:
Telephone:
Fax:
Email: makuenicc@yahoo.com

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.VI/56

23rd October, 2024

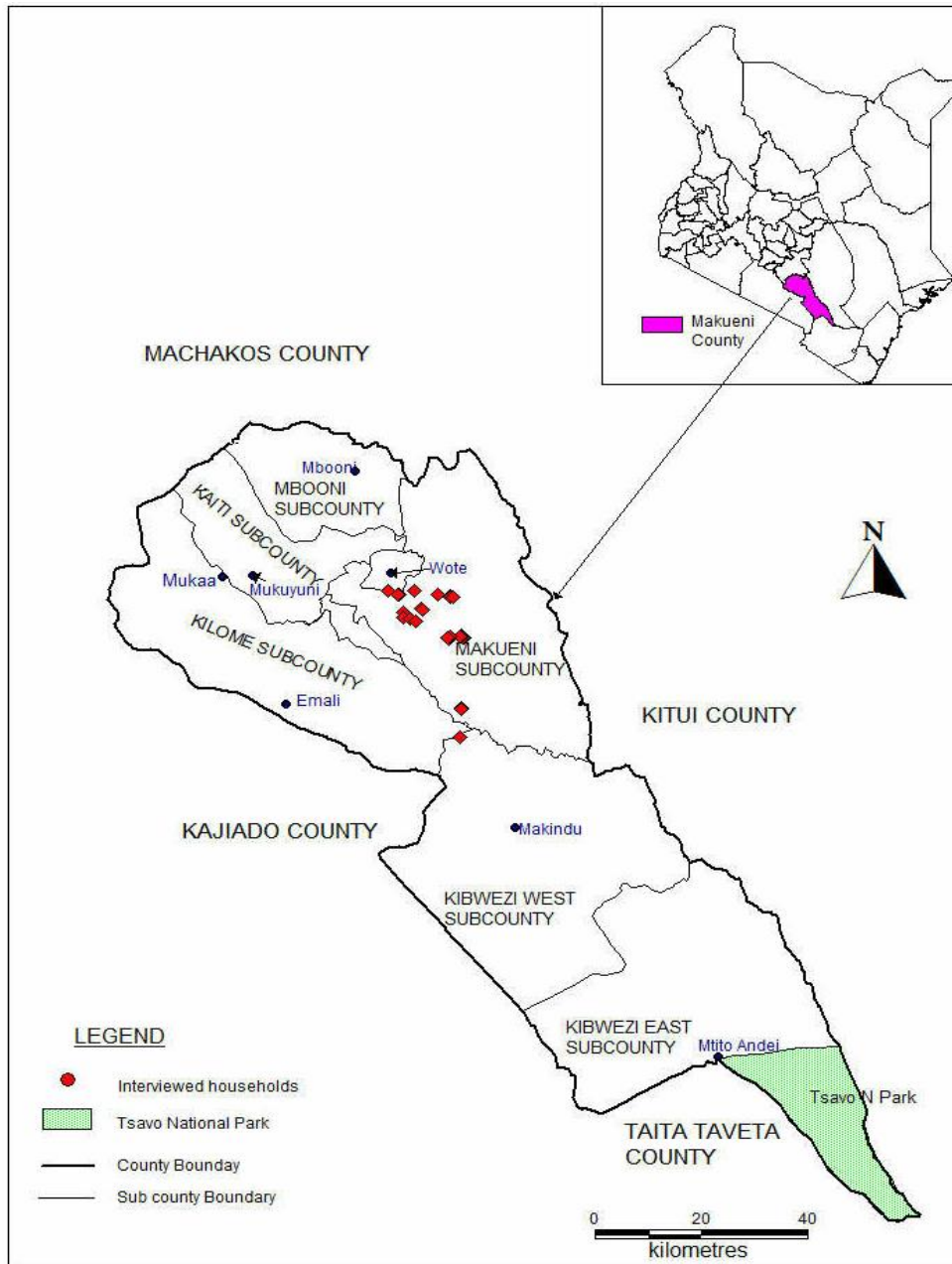
Agnes Mwikali Masaku
MOUNT KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science Technology and Innovation Research License Ref. No. NACOSTI/12/102/11/1077 of 2024



Appendix XIV A map of Makueni County Showing Makueni Sub-County



Source: IEBC (2022)

Appendix XV Similarity index report

