

**AN ANALYSIS OF SELECTED STUDENT MANAGEMENT PRACTICES ON
RETENTION IN SECONDARY EDUCATION IN KENYA**

LAMECH SIKO ONGIGE

**A Thesis Presented to the Institute of Postgraduate Studies of Kabarak
University in Partial Fulfilment of the Requirements for Award of the Degree
of Doctor of Philosophy in Education (Management and Leadership)**

KABARAK UNIVERSITY

MAY, 2021

DECLARATION

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The research thesis entitled “**An Analysis of Selected Student Management Practices on Retention in Secondary Education in Kenya**” and written by Lamech Siko Ongige, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research thesis and recommend it to be accepted in partial fulfilment of the requirement for the award of the degree of Doctor of Philosophy in Education Management and Leadership.

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DEDICATION

This Thesis is dedicated to my loving spouses: Lydiah Nyabengeya and Cecilian Nyabonyi together with my dear children: Ian Onderi, Gloria Sarange, Ignatius Ongige, Ryan Omweri and Erin Nyanchera without whose love, support, prayers and encouragement, this work would not have been a success. It is also dedicated to the loving memories of my late dad Richard Ongige and my caring mother Peninah Nyanchera for their moral, spiritual, parental love and support towards this programme.

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ABSTRACT

One of the education policies of the government of Kenya according to the Basic Education act of 2013 is the provision of free and compulsory basic education with the anticipated target of achieving universal secondary education. The policy of 100% transition rate from primary to secondary education was instituted to facilitate this target. However, as transition rates keep improving, student retention has remained low in Public Secondary Schools in Kisii County. Failure to retain students in schools implies failure of the government in achieving universal secondary education besides being considered as a waste of potential human, time and financial resources. The purpose of the study was to do an analysis of Selected Student Management Practices on Retention in Secondary Education in Kisii County. The objectives of the study were to investigate the relationship between student motivation, safety, feeding, instruction and discipline practices and retention of Students in Public Secondary Schools in Kisii County. The study was guided by Vroom's expectancy and McGregor's X and Y theories. A conceptual framework involving the variables under investigation was drawn. Correlational research design was used in this study. A sample of 35 Public Secondary Schools was selected for the study using Multi-stage sampling technique. The study sample was 525 respondents comprised of 420 students, 35 Deputy Principals, 35 Principals and 35 Head Cooks. Questionnaires, interview schedules and document analysis were used in data collection. Experts in the area under study did validation of the instruments. A pilot test of the instruments was conducted in Schools in Nyamira County. Reliability of the instruments was tested using split-half technique and Spearman-Brown prophecy formula. A coefficient of 0.8 in both the students' and Deputy Principals' questionnaires was obtained. Ethical considerations were employed throughout the study. Quantitative data was analysed using descriptive and inferential statistics. Qualitative data was analysed thematically. The statistical package for social sciences (SPSS) version 25.0 was used to analyse the data. The study findings showed that there was a strong and positive correlation between student motivation practices ($r=.717$), safety practices ($r=.689$), feeding practices ($r=.684$), instruction practices ($r=.844$), discipline practices ($r=.778$) and student retention in public secondary schools in Kisii County. The correlation was statistically significant at 0.05 alpha level. Regression analysis showed that 63.7% of variations in the student retention were predictable from student motivation, safety, instructional and discipline practices. Therefore, it was concluded that, in order to improve student retention rates, school administrators should practice good student motivation, safety, instructional and discipline practices. This study was significant because its findings provided school administrators and education policy makers with knowledge on the best student management practices that could improve student retention to the anticipated target of 100%. The recommendation of the study was that; the Government should strengthen student motivation and safety practices, closely monitor curriculum delivery in schools and provide alternative ways of handling student discipline issues in schools.

Key Words: Selected Student Management Practices, Principals, Retention rate, Public Secondary Schools

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ABBREVIATIONS

CDE	County Director of Education
CIDA	Canadian International Development Agency
EFA	Education for All
FDSE	Free Day Secondary Education
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KDHS	Kenya Demographic & Health Survey
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Program
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Co-Operation and Development
PPMCC	Pearson's Product Moment Correlation Coefficient
PTSD	Post Trauma Stress Disorders
SWAP	Sector Wide Approach
SPSS	Statistical Package for Social Sciences
UBE	Universal Basic Education
UTAS	University of Tasmania
UNESCO	United Nations Educational, Scientific and Cultural Organization
VIF	Variance Inflation Factor
WFP	World Food Program

OPERATIONAL DEFINITIONS OF KEY TERMS

Form:	This is a class in a Public Day Secondary School in Kisii County, giving a specific level of education
Selected Student Management Practices:	These are day to day activities or actions taken to ensure that students are motivated, safe, well fed, well instructed and disciplined in public day secondary schools in Kisii County, Kenya
Public Secondary School:	This is a public post primary institution of learning in Kisii County, which dispenses Kenya Certificate of Secondary Education curriculum.
Principal:	This is a person who is appointed by the Teachers Service Commission to run a secondary school in Kisii County. He/she is assisted by the Deputy principal
Religious Affiliations:	The faith being professed in a given school in Kisii County, Kenya
Retention:	The number of students who continue to learn in the same secondary school, from one successful year to another in Kisii County, Kenya
Student Feeding Practices:	Actions taken to ensure that Public Secondary School Students in Kisii County are well fed in Schools
Instructional Practices:	Actions taken to ensure that teachers provide proper teaching services in public day secondary schools in Kisii County, Kenya
Student Discipline Practices:	These are measures taken to get all students to conform

to school rules and regulations in secondary schools in Kisii County, Kenya.

Student Motivation Practices: Refers to verbal or non-verbal incentives given to students to enable them stay in the same school in Kisii County, Kenya

Student Safety Practices: These are actions taken by school administrators to guarantee the safety of learners in secondary schools in Kisii County, Kenya

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This section deals with the background of the study, statement of the problem, purpose of the study, objectives, research hypotheses, significance of the study, scope, limitation and assumptions of the study.

1.2 Background to the Study

Othman (2016) posits that in the current competitive and globalized education, low student retention can be damaging to institutions of learning. Thus student retention is a global challenge that must be managed accordingly in order for institutions to continue enjoying high reputation world over. As such, global trends in the acquisition of quality education has caused debates on the best student managerial practices, which schools should adopt for effective curriculum delivery and improved retention rates (Abdulkhikim, 2015). In a school setting, management practices refer to the way the school Managers use the available resources to maximize returns (Chemutai, 2015). They also refer to the methods or techniques employed by the school management to achieve the objectives of the institution in the most appropriate way (Akande, 2015). In either way, the principal is always considered very vital in the successful functioning of the school (Ndinza, 2015).

The problem of low student retention in schools has been reported in a number of countries. A study on American Students showed that there is a problem of low retention of learners in public institutions of learning (De Hoop, 2013). Farombi (2016) announced that in one year alone 73% of U.S students move on to the next level in the same school. This implies that 27% of students fail to return in the same school. Low retention of learners in schools bring about low morale and low wage employments (Hallack, 2014). Poor student management practices may also thwart a student's feeling of belonging to a school (Finn, 2015).

In China, students are not retained in schools due to lack of motivation for continued study among the school age children (Beh & Yao, 2014). In Argentina, Elena (2015), in a study aimed at addressing social gaps in society through education noted that, the problem of student retention in schools still exist. In Korea, student retention rates have been reported to be low and major strides have been made to increase these rates

(Organization for Economic Co-Operation and Development [OECD], 2016). In Lesotho, challenges of poverty, HIV/AIDS, parental level of education, among other factors, posed a big challenge when it comes to retention of learners in schools (Aikman & Unterhalter, 2015). The Government of Kenya has been committed to the provision of quality education to her citizens since independence (Barasa & Ngugi, 2014). However, globally education institutions face challenges of effective management, which do not facilitate retention of students in public secondary schools (Mutinda, 2015).

Further examination of literature on student retention, reports that while there are challenges common across institutions of learning, some of the challenges are specific to institutions and the people within those institutions (O'Keeffe, 2013). A report from the Ministry of Education (2018) shows that the education sector is faced with a number of governance, management and accountability challenges, among which inadequate management skills for the Principals is one of them. Therefore, the concern to study student motivation practices, student safety practices, student-feeding practices, student instructional practices and student discipline practices as some of the management practices that affect student retention in public secondary schools can be wished away. The selection of the student management practices was informed by the study done by Bowen et al. (2016) on qualitative study of student retention in the University perspective. The study by Bowen et al. (2016) showed that student dissatisfaction with school experiences, quality of curriculum delivery, and lack of motivation and inadequate development of self-regulation are among the key factors accounting for low student retention. This therefore, calls for the need to do an analysis of student management practices such as; student motivation practices, school experiences (student safety and feeding practices), curriculum delivery (instructional practices), student self-regulation (discipline practices) and retention of students secondary schools. Mphale (2014) noted that, student support services in a school have a significant and positive impact on student retention and graduation rates.

Bedford et al. (2013) affirm that on matters of student retention, the focus should be on motivational and learning factors as the key determinants of retention in a school. Fuller and Clarke (2014) concur by noting that school principals should employ a variety of means in motivating learners to retain them in the school. Good student management

practices in a school make learners feel motivated and enthusiastic (Republic of Kenya, 2014). How the school management addresses students' issues, determines the retention rate of learners in the school (Kathryn, 2015). Onderi and Makori (2013) noted that disharmonious student management practices can have a negative impact in the school climate with the resultant effect of losing dedication, discipline and motivation in both the teachers, students and parents. This leads to reduced student retention rate. According to the Republic of Kenya (2017), students' interest concerning a school is strongly influenced by the motivation practices in the school.

In the Basic Education Act (Republic of Kenya, 2013), safety of the learners should be an issue of concern of the school. Thus, the school principal should make sure that the learner is in a safe environment (Republic of Kenya, 2018). Student safety practices may improve or reduce students' retention rate in a school. This student safety can be viewed from several perspectives such as the physical safety, mental safety or even health-wise safety. In terms of physical safety, the school principal has a duty to provide learners with safe, secure and peaceful environment in which learning can thrive (Republic of Kenya, 2013). This notwithstanding, cases of insecurity in schools have been reported across the globe. Dunne et al. (2010), reported about the Arkansas' incident; in USA, where the eleven and thirteen years old, fired at their classmates at the playground and killed four girls instantly. In Ghana, Bosumtwi et al. (2013) reported that violence is an issue of the decade. Fayankinnu (2015) also reported that in Nigeria, protests and unrest are regular features in learning institutions. Matsoga (2013) also noted that violence was prevalent in Botswana. In Kenya, Kirui et al. (2011) reported that there are growing concerns of student safety issues in secondary schools in Kenya. Migiro (2012) asserts that in some instances of this insecurity, some students lose their life.

Learners should be provided with a balanced diet for their sustainability in school. As acknowledged by the first four Millennium Development Goals (MDGs), the global agenda is to eradicate hunger, poverty, achieve food security and promote health lives (Republic of Kenya, 2016). This notwithstanding, many children in most of the less developed countries suffer from poor health and malnutrition (Langeringer, 2011). Holo (2015) posited that, malnutrition exists in some form in every country. According to World Food Organization, protein malnutrition is the commonest and the most

devastating form of malnutrition among school age children (WFP, 2016). Akpinar (2016) noted that, proper nutrition is essential to the learners for their physical, intellectual and emotional development. Other reviews of literature have shown that, a child who is properly fed on a balanced diet and well prepared food develops faster and is ever active in school (Yunusa et al., 2012).

Umoh (2013) noted that various governments in the continent have emphasized proper instructional practices in schools in sub-Saharan Africa. Beynon (2015) posits that instructional practices are affected directly or indirectly by various management practices of the principal. As noted by Chemutai (2015), it is the primary role of the school principal to instil good instructional practices by teachers in the school. These practices involve: reporting to class in time, not missing lessons, giving students assignments, marking of assignments and revising, checking students' notes among many other practices (Catherine, 2014).

A study by Babatope and Hezekiah (2013) indicated that there exists a significant relationship between the teachers' instructional practices and the learning process in the school. According to UK Essays (2013), people learn in different ways and therefore, it is quite necessary for the principal to advise teachers to use a variety of different styles of teaching when teaching in a class. Review of literature indicates that, most successful teachers in the world do not confine themselves to a single method of teaching but instead, they use a variety of them (John, 2016; Karami et al., 2012). Hybrid style of teaching blends the teacher's personality and interest with the students' needs (Eric, 2013). In order to ensure that maximum output is achieved in class, Odora (2014) asserts that, teachers have to use a variety of teaching methods in class that can cater for slow and faster learners.

Learners' discipline is a crucial student management issue. Esther (2014) and Kiprop (2012) noted that, in a school where indiscipline is rampant, parents withdraw their children. In order to instil discipline to the learners in the school, the principal should take the lead and make teachers work as a team (Perry & Morris, 2014; Meador, 2016). The Principal should encourage teachers to treat students with courtesy and respect. This creates student satisfaction and co-operation in schools (Republic of Kenya, 2018). In a school, the principal should treat students the same way he/she could wish to be treated by others. Consequently, the principal should place great emphasis on protecting

and respecting the dignity of all the students if retention rate of students has to be improved (Kaarina & Satu, 2012; Sumaiti, 2012). There should be no room for discriminatory behaviours such as bullying and harassment (James, 2015).

In Kenya, secondary education enrolment has significantly increased but there is a challenge of ensuring that these learners remain in school up to the end to acquiring the most basic skills (Asena et al., 2016; MOE, 2020). Consequently, the government of Kenya has over the years provided grants to secondary education in an effort to retain learners in schools. However, there have been challenges in internal efficiency in schools that affect retention of learners (Njuguna & Muchanje, 2019). In a study by Opiyo (2018), it was noted that the government of Kenya has initiated a number of programmes such as; Free Day Secondary Education funds, 100% transition rate from primary schools to secondary schools, Constituency Development Funds and County Education Bursary Funds in an attempt to promote retention of learners in secondary education. This notwithstanding, some schools in Kenya experience low retention of learners despite the government's intent of providing every learner free and compulsory basic education as a basic human right (Muganda et al., 2016). In the Basic Education Act (Republic of Kenya, 2013), the government posits that learners should be given incentives to learn and complete basic education.

When learners' retention rate in schools is low, it implies that the incentives to learn and complete a full cycle of basic education are lacking, very scanty or poorly practiced. Such incentives to learn hinges around student motivation practices, student safety practices, student feeding practices, student instructional practices, student discipline practices among other practices (Njuguna & Muchanje, 2019). A study done by Yambo and Tuitoek (2014) in Kisumu District on the effects of principals' decision-making in management of secondary schools, observed that high performing schools have high student retention and that principals who practice good management control them practices.

According to the Basic Education Statistical Booklet (MOE, 2016), national students' retention rate was 85.2% in 2009, 70.3% in 2010, 80.3% in 2011, 87.0% in 2012, 82.0% in 2013, 76.0% in 2014, 76.0% in 2015 and 82.0% in 2016. In the Ministry of Education Statistics (MOE, 2019), the student retention rate in secondary education was 86% in 2017, 79% in 2018 and 103.30% in 2019 (MOE, 2019). Table 1 shows the retention

rate in Public Secondary Schools in Kenya (national retention rate) for the Period 2014-2018.

Table 1: Retention Rate in Public Secondary Schools for the Period 2014-2018

Year	Form 1	Form 2	Form 3	Form 4	Total	Retention Rate
2014	667,100	628,600	552,500	461,600	2,309,800	-
2015	775,600	648,400	627,500	507,400	2,558,900	97%
2016	759,000	781,000	620,000	563,500	2,723,500	93%
2017	761,500	734,400	681,100	572,300	2,749,300	86%
2018	772,200	741,600	683,400	578,700	2,775,900	79%

Source: MOE (2019).

Based on the statistics in Table 1, the national retention rate of form two students who were enrolled in form one in 2014 in public secondary schools in Kenya in was 97%. The national retention rate for those students who were in form three in 2016 was 93%. For those who had enrolled in form one in 2014 and were in form four in 2017, the retention rate was 86%. The form one cohort of 2015, who were in form four in 2018 had a retention rate of 79%. In 2019, the retention in form one to form four was 103.30% (MOE, 2019).

In Embu County, a study by Ndegwa (2017) showed that the retention rate of boys in secondary education was even higher than the national average as shown in Table 2.

Table 2: Retention rate of Boys in Secondary Education in Embu County (2013-2016)

Form Sub-County	Form 1 2013	Form 2 2014	Form 3 2015	Form 4 2016	Retention rate
Mbeere South	1,593	1,560	1,470	1,380	86.6%
Mbeere North	1,316	1,296	1,202	1,180	89.7%
Embu East	1,875	1,860	1,800	1,700	90.7%
Embu West	1,753	1,700	1,680	1,580	90.1%
Embu North	1,303	1,290	1,220	1,190	91.3%

Source: Ndegwa (2017).

From the statistics in Table 2, even though Mbeere South Sub-County was having the lowest student retention rate among the five sub-counties of Embu, it was slightly above the national rate of 82% in 2016. So Embu County is doing well in terms of student retention in secondary education. Nzina et al. (2019) also did a research on socio-economic factors influencing female students' retention in public secondary schools in Mukaa Sub-County in Makueni County, Kenya and the study showed that retention of girls in the Sub-County was high as shown in Table 3.

Table 3: Enrolment and Retention Rate of Female Students in Mukaa Sub-County (2011-2018)

Form		Retention		
1	Enrolment	Form 4	Enrolment	Rate
Year		Year		
2011	1,015	2014	928	91.4%
2012	1,137	2015	943	82.9%
2013	1,197	2016	1,077	89.9%
2014	1,333	2017	1,103	82.7%
2015	1,362	2018	1,118	82.1%

Source: Nzina et al. (2019)

Table 3 shows that Mukaa Sub-county's retention rate of female students in secondary education is as high as the national rate. In 2018, the female student retention rate in Mukaa Sub-County was 82.1% and this was the same rate at the overall national level. However, it has been noted that even though the Kenyan government is striving to achieve universal secondary education through the initiative of Free Day Secondary Education funding, student retention in some schools has continued to be low (Orodho et al., 2014). As observed by Fernandez and Mateso (2015), when student retention is low, the country fails to achieve the objective of free and compulsory education as outlined in the Basic Education Act (Republic of Kenya, 2013). Ordinarily, student retention rates are deemed to be low if they are not equal to the national student retention rate or the national target of 100% retention.

Though student retention is a challenge everywhere in Kenya, in Kisii County, it has been a perennial challenge over the years and this has raised a lot of concern of many

education stakeholders (Obure, 2014). In many open discussion fora on education standards, many scholars have observed that student retention rate in Kisii County is low (Nyagosia, 2010; Ogari, 2010). A summary of the students' retention rate in public secondary schools in Kisii County over the last five years is given in Table 4

Table 4: Retention Rate in Public Secondary Schools in Kisii County for the Period 2014-2018

Year	Form 1	Form 2	Form 3	Form 4	Total	Retention Rate
2014	31,511	25,052	21,303	15,550	93,416	-
2015	35,799	28,476	21,906	16,423	102,604	90%
2016	42,370	30,194	24,119	18,081	115,520	77%
2017	54,886	30,589	25,489	18,837	129,801	60%
2018	51,115	38,339	25,268	23,985	133,621	67%

Source: Statistics on Student enrolment in Kisii County Education Office (2018).

As evident from the statistics in Table 4, student enrolment in Form one, in all the years, is higher than the enrolment in Form four in Kisii County, Kenya. The retention rate of public secondary school students who enrolled in Form one in 2014 and remained in schools in 2015 was 90% in Kisii County. The retention rate for those who had enrolled in form one in 2014 and were still in school in form three in 2016 was 77%. For the form one cohort of 2014 who remained in school until completion in form four in 2017, the retention rate was 60%. For 2018, the form ones of 2015 in public secondary education in Kisii County, the retention rate was 67%. This showed an improvement of 7% on the retention rate of the previous year. However, it is very clear that the retention rates of students in public secondary schools in Kisii County are lower than the retention rates of secondary education students in Embu County (Table 2) and those in Mukaa Sub-County in Makueni County.

Further still the statistics in Tables 1 and 4 show that the national student retention rates are higher than the student retention rates in Kisii County. However, both the national student retention rates and the retention rates in Kisii County were not satisfactory given the Government's policy of having 100% retention of students in schools (Republic of Kenya, 2013). The low retention of students in a school may be due to student drop out or migration to other schools. Student migrations to other schools may be a problem to

a learner because it disrupts the learning process, brings confusion in terms of syllabus coverage, the learner takes time to adjust to the new environment and the whole process may lead to low performance by the learner (Gichohi, 2014). A retention rate of 67% is relatively low considering the government's effort in pursuing universal secondary education through 100% transition rate and provision of free day secondary education (Republic of Kenya, 2013).

A report released by Kisii County Quality Assurance and Standards Office (MOE, 2014) asserts that policies addressing matters of student safety, enrolment and retention have not been adequately adhered to in the County. The report further indicated that even though for the years 2011, 2012, 2013 and 2014, public secondary schools in the County registered high enrolment, retention challenges still exist in varying proportions between boys and girls. In 2014, a report from Kisii County Conference on Education (Kisii County Government, 2014) showed that there was need for a research on the causes of dwindling quality education, low student retention and poor performance in national examinations in Kisii County. This was necessary because the scenario pose a challenge to the achievement of universal secondary education. In a universal education context and to guarantee 100% completion rates, retention of students ought to be maintained at 100%. It was against this scenario that this study was undertaken to do an analysis of selected student management practices on retention in public secondary schools in Kisii County.

1.3 Statement of the Problem

The problem that this study sought to address was the lower retention rate of students in Public Secondary Schools in Kisii County, Kenya. Student retention in public secondary schools in Kisii County has been low over the years as attested by statistics in Table 4. In 2017, the retention rate of public secondary school students in Kisii County was 60%. In 2018, the retention rate improved slightly from 60% to 67%. Given that the government of Kenya is striving to achieve universal secondary education by improving retention rates of secondary school students through initiatives such as 100% transition from primary to secondary and free day secondary education (FDSE) funding, the student retention rates in Kisii County are below the anticipated target of 100% and the national retention rate (MOE, 2019).

Ngatia (2015) noted that high enrolment or even high levels of access to education without an equal level of retention of students in schools will be an effort in futility. When student retention rates are low, Universal Basic Education (UBE) and Education for All (EFA) initiatives may not be achieved (Republic of Kenya, 2013). A report on school retention by White (2003) posits that compared to young people who complete secondary education schooling, those who do not are more likely to experience unemployment, low payments, not likely to contribute much in community development and probably rely on government assistance for survival. In addition, the country loses financially in terms of resources involved in financing the education of her citizens who are unable to be retained in schools. Further still, the Country loses the potential skilled workforce needed in her national target of attaining national development strategies (Fägerlind & Saha, 2016). It is against these concerns of low retention rate of students in public secondary schools in Kisii County that this study was undertaken with a view of informing on the best student management practices that can improve retention rates.

1.4 Justification of the Study

This study was significant because its findings contributed to the expansion of knowledge on the understanding that, there exists a statistically significant relationship between student management practices and retention in public secondary schools in Kisii County, Kenya. This led to the expansion of knowledge to the principals and policy makers that, if student management practices are improved in public secondary schools, retention of students will also improve commensurately. For the learners, high retention in secondary schools helps them to acquire basic education skills as their basic human right as enshrined in the Kenya Constitution (2010). It also empowers them academically, socially and economically, thus increasing their productivity in the society (Ngetich et al., 2015). The study was also significant to the parents in the sense that, upon the increased retention of students in schools, the parents' effort to educate their children will not be in vain.

At school level, high student retention rates enable schools to enjoy benefits of high enrolment and increased financial base. This enables the school to expand her infrastructure, provide improved student motivation, safety, feeding, instructional, and discipline practices. For the government, with the increased retention rate of students

in secondary schools due to improved student management practices, the Country stands a better chance of providing free and compulsory basic education to her citizens and therefore achieving Universal Basic Education (UBE). In addition, the Country's target of achieving National Industrialization by 2020 and Vision 2030 will not be in vain.

With the understanding of the relationship between student motivation, safety, feeding, instructional and discipline practices and retention in public secondary schools, the study informs the need to practice good student management practices in public secondary schools in order to improve student retention rates to the anticipated target of 100%. The study findings might also help policy makers to strengthen policies meant to curb student drop out or migrations in order to improve student retention in schools. Lastly, the findings of this study could be useful to scholars and researchers who may use this information as a basis for future research studies in the area of student management practices and retention in other institution of learning like tertiary and private institutions.

1.5 Purpose of the Study

The purpose of this study was to do an analysis of selected student management practices on retention in public secondary education in Kisii County, Kenya.

1.6 Objectives of the Study

The following were the objectives of this study;

1. To investigate the relationship between student motivation practices and retention in Public Secondary Schools in Kisii County, Kenya.
2. To determine the relationship between student safety practices and retention in Public Secondary Schools in Kisii County, Kenya.
3. To examine the relationship between student feeding practices and retention in Public Secondary Schools in Kisii County, Kenya
4. To investigate the relationship between student instructional practices and retention in Public Secondary Schools in Kisii County, Kenya.
5. To find out the relationship between student discipline practices and retention in Public Secondary Schools in Kisii County, Kenya.

1.7 Research Hypotheses

This study was guided by the following research hypotheses:

- H01:** There is no statistically significant relationship between student motivation practices and retention in Public Secondary Schools in Kisii County, Kenya.
- H02:** There is no statistically significant relationship between student safety practices and retention in Public Secondary Schools in Kisii County, Kenya.
- H03:** There is no statistically significant relationship between student feeding practices and retention in Public Secondary Schools in Kisii County, Kenya.
- H04:** There is no statistically significant relationship between instructional practices and retention in Public Secondary Schools in Kisii County, Kenya.
- H05:** There is no statistically significant relationship between student discipline practices and retention in Public Secondary Schools in Kisii County, Kenya.

1.8 Theoretical Framework

This study was guided by Vroom's expectancy theory on the side of the learners. This is because this theory tries to explain what can motivate a learner to remain in a given school rather than drop out or transfer (Redmond, 2016). On the side of school management, McGregor's X and Y theory informed the study. McGregor's theory is applicable to school managers than learners because it is basically a management theory that tries to explain on how managers can handle their employees (Azim, 2015).

1.8.1 Vroom's Expectancy Theory

The study was informed by the Vroom's Expectancy theory of motivation whose main proponents were; Edward Lawler, Lyman Porter and Victor Vroom (Vroom, 1964). Vroom's expectancy theory of motivation concerns the process of individuals choosing one way to behave over another. It says that if people think that putting in effort leads to good performance and that good performance brings desirable rewards that satisfy one or more of their important needs, then they will be motivated to make the effort. This expectancy theory stipulates that the tendency to act in a certain way depend on the strength of expectation. The theory rests on the assumptions that motivation to do something is a conscious process in which decisions relate to psychological events that occur simultaneously with behaviour. It contends that forces in the individual and environment combine to determine behaviour of an individual (Grant & Shin, 2011). According to Vroom, motivation to do something is a product of

three factors; valence, expectancy and instrumentality (Vroom, 1964).

According to this theory, valence is the strength of a person's preference for a particular outcome such as a reward. This implies that, if a student stays in school and works hard, he/she is likely to be rewarded in terms of good performance (Vroom, 1964). Expectancy on the other hand, is the probability that a particular action or effort will lead to a particular outcome. Further still, it implies that, the specific outcomes attained by a person are dependent not only on the choices made, but also on events beyond one's control (Okumbe, 1998). In a school setting, this means that, students' retention does not necessarily depend on students' choices, but also on other factors such as the school, management practices (Penn State World Campus, 2011). In instrumentality, the theory posits the probability that performance will lead to desired reward. It represents the belief by students that if they remain in school and accomplish their studies, a reward will be received (Wood et al., 2015).

Though this theory was meant to explain employees' behaviour at work, it can be borrowed to explain the behavioural process of why students may choose one behavioural option over another. Redmond (2016) contends that this theory is suitable in a study of this nature, because it explains why students may choose to remain in a school and not drop out or transfer to another school. This theory also helps to explain what students expect from the school management, failure of which will lead to low commitment, frustration, loss of morale and eventually dropping out (Kaplan & Owings, 2015). The main weakness of this theory is that the theory will not work in practice without active participation from managers. The theory assumes all components are already known, in reality leaders must make an effort to find out what their subjects value as rewards (valence). They must also accurately assess students' capabilities (expectancy) and make available all of the right resources to help the students be successful in their studies. Principals must also keep their word; students need to trust that if they put in the work and effort, they will actually get the promised reward.

Despite the weakness, this theory was still found relevant for this study because it helped in exploring ways of motivating learners not only to do well but also to remain in school. Friedman and Mandel (2010) ably applied this theory in an attempt to predict students' motivation to succeed and stay in college. In their study, they found out that

when students perform well in their academic work, they feel motivated and would want to continue to the next level of learning. Gichohi (2014) also applied this theory in a study on institutional factors affecting pupils' retention rate in public primary schools in Nakuru North District. In this study, it was found out that, pupils' retention rate was affected by inadequate teaching and learning resources in most schools. In another research by Wood et al. (2015), this theory was ably applied and the findings were that new behaviours largely depended on the values individuals received from a particular outcome or goal.

1.8.2 McGregor's X and Y Theory

On the side of management practices, this study was guided by McGregor's theory of X and Y, which was developed by the social psychologist, Douglas McGregor in 1960 book (Zendage, 2018). The theory describes two contrasting sets of assumptions that managers make about their employees. Though this theory was developed in 1960, it remains central to organizational development and improving organizational culture. This is because it has basic principles from which to develop positive management styles and techniques (Lawter et al., 2015). Theory X postulates that workers or employees are lazy, dislike work, have little ambition and will always avoid responsibility to achieve high performance. Consequently, there is need to control and even threaten them (Kayode, 2013).

Theory Y postulates that employees are human beings who are ambitious and self-motivated. The theory further postulates that, employees view work as a natural play and that an average human being does not inherently dislike work, given proper conditions of work (Islam & Eva, 2017). McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a certain code of set behaviour and the principal has to apply various management practices to ensure that they do the right things. This theory also helps the school principal to focus on different ways in which teachers and students relate and carry out work in school. Thus, it becomes a guiding principle of positive approaches to management in schools (Kayode, 2013).

Kayode (2013) who examined its applicability in classroom management in schools used this theory. Azim (2015) also used this theory in trying to examine students' disposition regarding theory X and Y assumptions and their career choices and

academic performance. In 2017, Islam and Eva used this theory in studying employers' perceptions of management towards the employees in the Banking industry in Bangladesh.

The weakness of theory X style of management is that, it fosters a very hostile and distrustful atmosphere of work. In addition, employees might try to sabotage the efforts of each other in order to make it easier for them to achieve their objectives of evading work. Theory Y style of management on the other hand, is hard to uphold in the real sense because an average human being will always dislike work at some stage. Additionally, McGregor's work was based on Maslow's Hierarchy of Needs, and he proposed that Theory X only filled lower-order needs, whereas Theory Y fulfilled higher-order needs. The problem with Theory X then is that, according to Maslow, once a lower order need is satisfied there is no longer a need. However, despite its weakness, this theory was relevant to the current study since the two theories helped the researcher to understand the importance of heightened supervision, external rewards and penalties and the motivating role of satisfaction. The theory also encourages learners to approach tasks without direct supervision by their teachers.

1.9 Conceptual Framework

The purpose of the study was to investigate the relationship between student motivation, safety, feeding, instruction and discipline practices and the retention of Students in Public Secondary Schools in Kisii County, Kenya. The conceptual framework of this study was based on the notion that the dependent variable depends on various independent variables. The independent variable for this study was the Selected Student Management Practices, which include motivation, safety, feeding, instructional and discipline practices. On the other hand, retention of students represented the dependent variable for this study. The indicators of the dependent variable are the number of students joining form one in a school and successfully complete a four-year course in secondary school in the same school. The relationship between these variables is summarized in Figure 1.

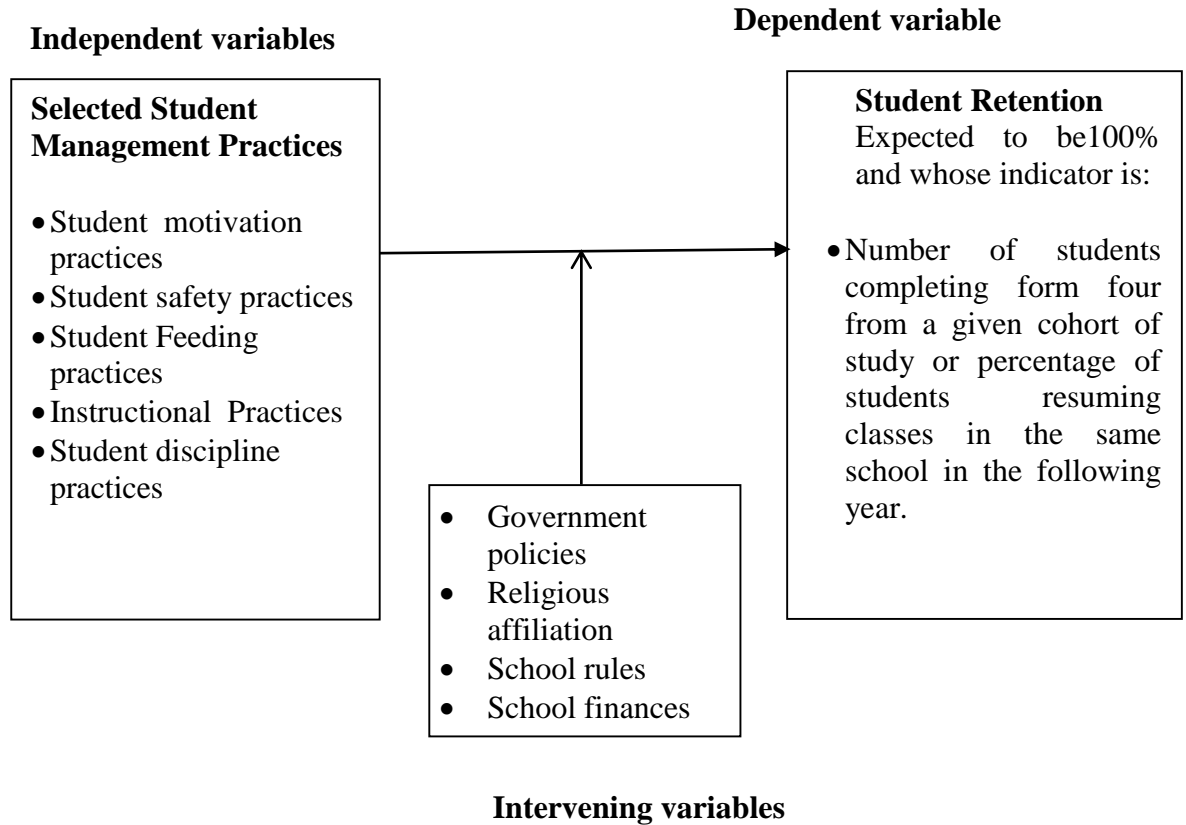


Figure 1: Relationship between student management practices and retention in public secondary schools.

As shown in Fig. 1, the researcher conceptualized that when there are effective student management practices in the form of good student motivation, safety, feeding, instructional and discipline practices in the school, the retention of learners will be high. A high number of students joining form one and completing a full four-year course without dropping or changing school exhibits this. The intervening variables of this study included government policies on education, religious affiliations, school rules, and school finances. In this study, the researcher assumed that these intervening variables affect all Public Secondary Schools in the same magnitude and therefore no need to control them. This is because variables like government policy and the government gives school finances. This would imply that, no school might be better off than the other in terms of policy might and funding. With regard to religious affiliations, each school has her own spiritual inclination and it is assumed that students might have considered this before joining the school. Therefore, religious affiliations may not have a big effect on retention as each school has its own spiritual background.

In terms of school rules, the researcher assumes that such rules are made in line with the Ministry of Education requirements. Consequently, it is assumed that, no school may have extremely punitive school rules to warrant low retention rate of students in the school.

1.10. Assumptions of the Study

The study was based on the following assumptions:

- i. The Principals, Deputy Principals, Head Cooks and Students gave their honest opinions with regard to selected student management practices and student retention in their respective schools.
- ii. Each school had its own way of handling student management practices.
- iii. The findings of the study are generalizable to other areas of similar characteristics.
- iv. Principals of public secondary schools will use the findings of this study to improve on student management practices with a view of improving student retention.
- v. All students in public secondary schools in Kisii County had the capacity to complete their secondary education without dropping out or changing schools.

1.11 Scope of the Study

Though student retention is a concern all over the country, this research study was restricted to selected student management practices, which involved: motivation, safety, feeding practices, instructional and discipline practices in public secondary schools in Kisii County, due to challenges related to time and finances. With proper sampling procedures, the study findings are hoped to be generalizable to other schools and places of similar nature. It is also evident that all school stakeholders had vital information regarding the selected student management practices and retention in schools. However, respondents in this study included; public secondary school Principals, Deputy Principals, Students and School Head Cooks because they were associated with the student management practices under study.

It is worth noting also that, out of the various research designs and methodologies, this study used correlational research design, which enabled the researcher to explore the relationship between the selected student management practices and retention in public secondary schools in Kisii County. Public secondary schools in Kisii County were

selected for the study because despite the government of Kenya's effort to increase student retention rates through the introduction of free day secondary education funds in public secondary schools, the retention rates in Kisii County for the period 2017 was 60% and in 2018 the retention was 67%, all of which were lower than the national retention rates for the same period. Nationally the retention of students in secondary education was 86% in the year 2017 and 79% in the year 2018. Lower student retention rate is a concern because with the introduction of free day secondary education, retention rates are expected to increase and be sustained. Therefore, the lower student retention rates in public secondary schools in the locale of study raised a concern for this study. The study was carried out in the month of July 2019 when students were in session. The study covered a period of six years ranging from 2014 to 2019.

1.12 Limitations of the Study

Questionnaires were used in data collection whereby respondents were required to answer questions according to the choices provided. However, because the use of questionnaires has the problem of establishing truthfulness and veracity of the respondents as noted by Sarah (2012), the researcher complemented the questionnaires with interview schedules and document analysis to corroborate the data collected. As observed by Kothari (2009), the interview schedules enable the researcher to make prompts and probes to the respondents to get a deeper insight of the subject area. Information on the retention of learners over the years was collected from records in the Principal's office.

Another limitation of this study was the non-cooperation of some respondents who chose to hand in unfilled or halfway filled questionnaires. Out of the 420 questionnaires supplied to students, only 369 questionnaires were fully and properly filled. For the Deputy Principals, out of the 35 questionnaires supplied to them, only 32 questionnaires were fully and properly filled. This was a challenge because it led to exclusion of unfilled or halfway filled questionnaires, thereby reducing the projected sample size for the study. However, because the answered questionnaires in the case of students and Deputy Principals were above 60%, this good response rate enabled the researcher to continue with the analysis of data collected.

For the Principals, there was a challenge of non-availability of three Principals even after the researcher had made three attempts of visiting their schools. Consequently,

out of the 35 interview schedules for Principals, only 32 were filled up for the study. The same case applied to head cooks whereby out of 35 interview schedules, only 33 were filled up for the study. Since the response rate on the interview schedule was also above 60%, the researcher went ahead to do the data analysis. Lastly, there was a challenge of inaccessibility of some schools and more especially during the rainy season. This made the researcher and his assistants to administer the research instruments and pick them the same day to avoid the agony of going back to the schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives a review of related literature to the study on the student retention in public secondary schools. Literature on the relationship between student motivation, safety, feeding, instruction and discipline practices and the retention of students in Public Secondary Schools in Kisii County, Kenya is also explored. Lastly, the chapter also presents the theoretical and conceptual frameworks of the study.

2.2 The Concept of Student Retention in Public Secondary Schools

The current trends of secondary education demand that institutions strive to be competitive across different qualifications and categories (Khishfe, 2015). According to Ismirawati et al. (2018), meeting the needs of students in secondary schools with diverse backgrounds and priorities is an increasingly complicated process that extends well beyond initial enrolment. Since today's secondary school students have more choices and challenges when it comes to defining their school experiences, dropping out or transferring has become more common than ever before. Because of this, schools are finding it increasingly necessary to prioritize student retention efforts and to seek strategies that serve students more effectively (Sass et al., 2018). The reason for this shift in focus can be broken down into three key factors: the changing educational marketplace, shifts in governmental funding and the reduced costs associated with higher retention rates (Natalia, 2020).

Public secondary schools are accustomed to investing in student enrolment, improving student success and increasing student retention rates as these yields a higher financial benefit to these schools (Ugwuanyi et al., 2020). It is more cost effective to keep students who are already enrolled than to invest in recruitment efforts to drive up enrolment numbers. Student retention efforts not only improve the financial health of an institution, but also allow for more flexibility in student success programming that yields an even higher return on investing in education (Nzina et al., 2019). Anderson (2017) noted that, the greatest revelation to schools is that, the cost savings for working to retain the students already enrolled far outweigh the costs for recruiting new students. What this also means is that students are not treated as "numbers" in an institution but as customers and there is a real interest in student satisfaction and success (Sutton, 2016).

Swanson et al. (2017) opined that, failing to retain students in secondary schools leads to dropouts. School dropouts can be considered as a waste of potential human resources and money spent on them in primary education and even time lost in sending them to school in the first place. Every secondary school student dropout signifies unfulfilled objectives, goals and aim of individual as well as the society. Despite the Government's efforts to offer FDSE and subsidized secondary education, the retention rate in most secondary schools in Kenya is not 100% (Namasaka et al., 2017). Retention of students in secondary schools is a major challenge, which is attributed majorly by institutional factors.

The student retention rate for a given year (x) is the proportion of students commencing in a school in a given year (x) who re-enrol at the same school in the following year ($x+1$) without dropping out (University of Tasmania [UTAS], 2015). In Kenya, the overall policy goal for the government was to achieve Education for All (EFA) by 2015 and these called for improved retention of learners in schools. In order to achieve this, an all-inclusive quality education that is accessible and relevant to all was required (Benbow & Said-Moshiro, 2016). This was to increase retention of students in schools implying that the government's effort in providing free and subsidized education is not in vain (OECD, 2013).

A study in U.S by Earthman (2014) identified the school principal as the single most influential person in a school who is responsible for managerial practices that can improve student retention rates. In line with Earthman's findings, the Government of Kenya has put various interventions in student management practices with an anticipation of improved retention rates (Aikman & Unterhalter, 2015). For instance, the Kenya Education Sector Support Program (KESSP) in Sessional Paper No. 1 of 2005 presented twenty-three Investment programs through a Sector Wide Approach (SWAP) to guarantee quality management practices in schools and high student retention rates. Some of these programmes include secondary education curriculum, school health, nutrition and feeding, education management information systems, capacity building among other programmes (Republic of Kenya, 2005). However, these interventions of KESSP notwithstanding, there is evidence that these programmes did not bring about the expected outcome, as low student retention rates continue to be witnessed in many parts of the country (Balogun, 2016).

A survey by UNESCO (2015) observed that, although most Kenyan children attend school due to Free Day Secondary Education subsidy, students' retention rate remain relatively low. Lee and Burkam (2013) observed that in Kenya, the problem of student retention has been a challenge over the years. As a result, students drop out of school and become a liability to those whom they depend on and eventually a burden to the society and the country as a whole (Kenya Institute for Public Policy, Research and Analysis [KIPPRA], 2013). A study by Asena et al. (2016) observed that 70% of children who complete primary education in Kenya transit to secondary school annually. Out of this, 9% drop out of secondary school education annually. Only 30% of the remainder complete secondary school and proceed to either tertiary or higher learning institutions.

The observation by Asena et al. (2016) is in line with the Kenya National Population Census statistics of 2009 which showed that, retention of secondary school students, stood at a very low rate of 41% (Republic of Kenya, 2014). On the same strength, Abungu (2015) noted that Kenya is one of the countries in Africa where enrolment is high in lower classes but decreases to below 40% as they ascend the academic ladder from primary to secondary and further below 30% in tertiary level. This therefore presents a problem that need to be investigated in order to provide recommendations on how to improve retention rate of students. This study is geared towards addressing the relationship between student motivation, safety, feeding, instruction and discipline practices and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Glewwe and Martin, (2014) noted that, high student retention rate enables the respective schools to earn good reputation due to successful student completion rates. On the same note, the school is bound to enjoy benefits of other external funding because of the increased enrolment and retention rate of students (Jonnes, 2015). For Chan and Koo (2013), high student retention rate saves the parent's money because, when a student drops out of school, the parent's money is wasted. Khan (2014) posits that high student retention rate implies that the student is able to complete a full course of study in secondary education. On the other hand, when retention rate is low, it implies that, the student dropout is high. The low student retention rate has the negative effect of reducing the transition rate and the required skilled manpower for vision 2030. While

many pupils enrol only 47% complete the secondary school level in Kenya and that of pupils entering class one, only 55% of boys and 35% of girls enter standard eight (GOK Report, 2015).

Learners' retention has been studied for decades with a variety of research and conclusions made on factors that influence student retention and success. Retention is measured by the proportion of those students who enrol in form one and complete the four years' cycle of post primary education and sit for the Kenya Certificate of Secondary Education examination (Sefa-Nyarko et al.,2018). One persistent constraint in attaining the goals of education for all is the rate of drop out from education systems (Injendi, 2013). According to Kiambati and Katana (2020), in Kenya, the number of students leaving schooling without completing secondary education is quite alarming. In spite of the government policies to enhance enrolments in secondary education, retention and completion at secondary school education level are lower. The retention of students in secondary schools in Kenya has become a contention, which the current study sought to address.

2.3 Student Motivation Practices and Retention in Public Secondary Schools

Rizkalla and Seitz (2017) conducted a study on understanding student motivation as a key to retention in higher education in the United States of America. The purpose of the study was to determine if student motivation and satisfaction change throughout students' college careers. Specifically, the objectives were to determine satisfaction and motivation among students in different classes and what satisfies students to stay at the institution until graduation. The study adopted an exploratory research design, which included focus groups with students at different years of study, in-depth interviews with administrators and thorough review of relevant literature. The exploratory research assisted in identifying important factors contributing to students' motivations and satisfaction with their university, as well as providing the foundation in developing the questionnaire used in the survey. The findings of the study indicated that students' satisfaction and motivations differed throughout their academic lives as was found for freshmen and seniors. Seniors were more likely than freshmen to be less satisfied with their university were and that university policies and procedures frustrated them.

Rizkalla and Seitz (2017) further found that senior students were less motivated than freshmen to achieve good grades, obtain as much knowledge as possible from their

classes, and develop interpersonal relationships with other students. Results showed that as students advance into different classes and move closer to graduation, initial efforts to treat them like good customers wear off and students ultimately respond as disappointed customers often do. Based on the findings, the study concluded that education institutions must rethink their recruitment and retention strategies to improve students' satisfaction with their academic experience throughout their college career. Although much effort is paid to students' first two years in recruitment and retention efforts, findings indicate that institution strategies should continue to reach out to them in their subsequent years to minimize dissatisfaction. Since the study was conducted in a developed context and focused on higher learning institutions, contextual gap was established. Additionally, the study used exploratory research design hence methodological gap was presented. The current study addressed the gaps identified by establishing the relationship between Selected Student Management Practices and Retention in Public Secondary Schools in Kisii County, Kenya.

Albrecht et al. (2019) examined improvement of Secondary School Students' Achievement using Intrinsic Motivation in Saint Xavier University Chicago, Illinois. The study adopted an explanatory research design and the targeted population consisted of secondary level students in middle to upper-middle classes. The students of the targeted secondary level classes appeared to be disengaged from learning due to a lack of motivation. The study focused on the influence of motivation on performance of students, hence conceptual gap. The study also presented contextual gap since it was one in the USA. The current study addressed the gaps by establishing the relationship between Selected Student Management Practices and Retention in Public Secondary Schools in Kisii County, Kenya.

McCoy et al. (2016) also examined student motivation for learning in Ghana by focusing on the relationships with caregivers' values toward education, attendance, and academic achievement. The study examined the role that Ghanaian caregivers' values toward education in shaping students' intrinsic versus extrinsic motivation for learning. The study participants included 88 students drawn from two primary schools in peri-urban Ghana and their 68 caregivers. Results revealed that caregivers' perception of education as valuable was related to more intrinsically oriented profiles of motivation and higher attendance in students. These findings suggest that caregivers' values may have important implications for students' academic thoughts and behaviours. These

results also highlight the need for better understanding of motivational processes in terms of academic achievement. Since the study focused more on caregivers and was conducted in Ghanaian context, both conceptual and contextual gaps were identified. The current study addressed the gaps by establishing the relationship between Selected Student Management Practices and Retention in Public Secondary Schools in Kisii County, Kenya

In Kenya, Livumbaze (2017) evaluated the impact of students' motivation and Discipline on Academic Achievement in Public Secondary Schools in Hamisi Sub-County. The study employed descriptive survey research design and the target population was 4,298 consisting of 41 Principals, 428 teachers, 3826 students, 1 DEO and 2 AEOs. The sample size was 525 respondents consisting of 12 principals, 128 teachers, 383 students, one DEO and one AEO obtained using simple random sampling and purposive sampling techniques. Data collection tools used were; structured and unstructured questionnaires, interview schedules and document analysis. Descriptive statistics was used in data analysis hence Quantitative data was presented using frequency counts, means and percentages with the aid of the SPSS Version 16.0. The findings revealed that Students in the sub-county had low motivation for academic achievement in both attending school and learning. The study had a wider scope of respondents and used two variables as the main study variables, hence both conceptual and methodological gaps were identified. The current study bridged the gaps by establishing the relationship between Selected Student Management Practices and Retention in Public Secondary Schools in Kisii County, Kenya.

Fuller and Clarke (2014) assert that school principals should employ a variety of means in motivating learners to retain them in the school. When there is good student management practices in the school, learners feel motivated to stay in school (Republic of Kenya, 2014). How the school management addresses students' issues, determines the retention rate of learners in the school (Kathryn, 2015). Onderi and Makori (2013) noted that, disharmonious student management practices have a negative impact in the school climate with the resultant effect of losing dedication, discipline and motivation in both the teachers, students and parents. This leads to reduced student retention rate. According to the Republic of Kenya (2017), students' interest concerning a school is strongly influenced by the motivation practices in the school. When the school staff is enthusiastic and rewarding to the learners, the learners feel motivated and eager to

remain in school (Justine & Julie, 2013). Sirima and Poipoi (2010) and Gunram (2011) also noted in their findings that rewards to students, motivated them to work better and to remain in school. In this current study, it was also observed that, student motivation practices had a positive relationship with the retention of students in Public Secondary Schools in Kisii County.

Student motivation practices in the form of allowing democratic participation by all school stakeholders influenced the learners' retention rate in the school, positively. A study by Ratego (2015) highlighted that democratic leadership style motivated teachers and learners in schools. In order to stress the importance of democratic participation by students in schools, Koech (2013) noted that, a school can prosper if the children understand, appreciate and practice democratic practices from their early stages. At school level, Hoy and Miskel (2015) viewed democratic participation from the way the teachers involved the learners in decision making, such as choosing their student leaders, frequent meetings and constant communication as guided. As noted by Gunram (2011), when the school teaching staff allows democratic participation by all in the school, learners feel recognized and motivated leading to improved retention in the school. In Gunram's study, it was observed that democratic participation of learners and other school stakeholders' motivated learners, thus improving their retention in Public Secondary Schools in Kisii County.

Students' participation in co-curricular activities is yet another area that has a positive influence on the retention of students in Public Secondary Schools in Kisii County. A study by Wanjohi (2016) posited that the general role of school co-curricular activities could never be under-estimated in improving retention rate of learners. In fact, it is here that learners actively participate in the learning process as, "all work and no play, make jack, a dull boy" (Anil, 2015). Co-curricular activities ensure that the students grow physically, socially, emotionally, spiritually and mentally (Wasal & Mohammad, 2014). Research has shown that co-curricular activities increase the spirit of co-operation, teamwork and improves retention rates in schools (Abhilasha, 2016; Chopra, 2015; Khan, 2014). It is for this reason that in ancient Greece, games formed the principal part of education (Anurag, 2013). Even in Kenya, physical education forms part of the secondary school curriculum and is taught in every form even though, it is not examinable (Republic of Kenya, 2014). This notwithstanding, Seth (2017) noted that, co-curricular is the other side of the curriculum which is most neglected and

bypassed by many school managers leading to situations of strained relationships and low retention rates of learners in schools.

In order to motivate learners in a school, the teachers should listen and act on their concerns appropriately (Mulford, 2013). Therefore, the school teaching staff should encourage their learners by showing them good care and love (Finn & Achilles, 2017). They should encourage frequent dialogue through such forum as the school Baraza. This makes the learners become part of the system, thereby improving their retention rate in the school (Adamec, 2014). Derrick (2017) asserts that a lot of respect is earned when the school principal proves that he/she is consistent and firm when dealing with learners' issues in the school. Teachers should never apply double standards but instead should listen and act on students' concerns without discrimination or prejudice (Morin, 2017). This study was geared towards examining the relationship between the school baraza and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The schoolteachers can also motivate learners using field trips. Field trips are educational tools that connect classroom teaching and real world situations. Behrendt and Franklin (2014) maintain that learning during field trips increases students' interest, knowledge and Motivation. For Wanjiku (2016), field trips provide a good recess out of school and give the learners an opportunity to explore new things away from classroom. Wanjiku (2016) further says that, for students who are active learners, educational trips provide a way of bringing classroom lessons to real life, making it tangible and easy to understand (Patrick et al., 2014). Even students, who find book learning boring, usually enjoy the activity and perspective that field trips have to offer. Ali et al. (2019) postulated that educational field trips provide learners with good memories of good and bad experiences, which in turn facilitate their positive thinking. However, all said and done, little literature is available on the influence of field trips on the retention of students in Public Secondary Schools in Kisii County, Kenya. This study was intended to explore the relationship between student field trips and retention of learners in Public Secondary Schools in Kisii County and document it for other users.

In a school, learners should be encouraged to make good use of leisure time as a way of motivating them. Leisure is a free-willed act that people choose to do during their free time (Rop, 2013). It is freedom from the demands of work or duty. Joyce (2015)

noted that leisure makes people feel more positive and motivated. At school level, leisure is important in the life of the learners because it contributes to their personal development. It also helps them to re-energize, relax and feel motivated to stay in school (Mwangi, 2015; Rop, 2013). Consequently, school principals should organize appropriate leisure programs for the learners so that they can reduce stress and improve their retention (UN Youth Report, 2015). The influence of leisure time on retention of students in public day secondary schools in Kisii County has not been adequately investigated. This study examined the relationship between leisure time and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Another aspect of student motivation practice is in the area of student reinforcement. Laura (2010) posited that reinforcement motivates students to stay in school and learn. In a study in Bongaon; Northern 24 Pargans- India, by Hoque (2013), it was observed that reinforcement plays a crucial role in the learning process. The findings of this study indicated that, learning occurs quickly if every correct response is rewarded, but it is forgotten easily when reinforcement is stopped. In another research by Ellen (2017a) on how teachers can reinforce students, it was revealed that reinforcement is effective in improving student achievement and retention rate. Consequently, the principal should encourage teachers to use reinforcement more often in order to maintain positive learning environment (Taurozzi, 2015). Though studies have been done on student reinforcement, limited studies have been carried out to investigate the influence of student reinforcement, on the retention rate of students in Public Secondary Schools in Kisii County. The scanty literature on the relationship between student reinforcement and the retention of students in Public Secondary Schools in Kisii County, Kenya prompted this study.

In order to motivate learners in a school, teachers ought to be good role models to the learners, in and outside school (Sabol & pianta, 2012). Marie and Marlene (2017) define a role model as a person who inspires and encourages another to strive for greatness, live to the fullest potential and see the best in them. A role model can be anybody; a parent, sibling, a friend, a neighbour among many others, but the most influential and life changing role models are teachers (Bateman & Zeithaml, 2013; Karima, 2014). These scholars say, at six to eight hours a day, five days in a week and day-to-day encounters with students, teachers are poised to be the most influential people in the students' life. Brian (2015) noted that students not only watch their teachers, but also

begin to act like them. Sheila (2017) posits that, teachers need to take their actions and behaviours seriously, as they mingle and interact with their learners. Since the relationship between teachers acting, as good role models and the retention of students in Public Secondary Schools in Kisii County had not been adequately investigated, this paved the way for this study.

The student motivation practices can also be enhanced through the way the teachers handle their learners. A good teacher should never carry over past problems of the child to the present (Sarah-Marie, 2010). A child should not be exposed to feelings of neglect as this may demotivate him/her leading to dropout from school. Kail (2011) noted that when a child has not been provided with the correct amount of care, the child is bound to feel neglected and out of place. However, children should be left to learn responsibility and whenever they make mistakes teachers should resolve those mistakes immediately and never be carried over to the present situation (Jessica, 2013). This means that, when the school principal encourages teachers to be free with their students, the students feel motivated and could want to stay in school until completion (Wolf, 2012). In view of the above, there was limited literature on how the carry over effect of the students' past mistakes influenced their retention rate in Public Secondary Schools in Kisii County. This necessitated the need for this study.

Gender stereotypes remain entrenched in society in spite of the many legal, cultural and intellectual challenges that have called it into question (Smith, 2014). Teachers need not to practice gender-based stereotype that may degrade the capability of girls against boys and vice versa. Smith reveals that 77% of girls do more household work than boys. A good teacher should balance between the two (Ben-Galim & Thompson, 2013). In an attempt to implement the internationally agreed goals and commitments including: Millennium Development Goals, gender equality, women empowerment, discriminatory attitudes and gender stereotypes must be eliminated (Puri, 2011). This is because stereotypes hinder people's ability to fulfil their potential by limiting choices and opportunities. They also justify gender discrimination more broadly, reinforce and perpetuate historical and structural patterns of discrimination in the society (Republic of Kenya, 2018). For Gosh (2016), stereotypes are harmful because they hold the society and its people back from progress. Consequently, teachers should make it their habit of not practicing gender stereotypes because they are discriminative and demotivating.

2.4 Student Safety Practices and Retention in Public Secondary Schools

Carrico (2016) in a study examined the effects of students' perceptions of campus safety and security on student enrolment and retention. The study was motivated by the fact that Colleges and Universities in U.S.A were faced with the challenges of providing a campus environment, which is safe, and secure for students. The Virginia shootings of 2007 and the 2008 Northern Illinois University shootings affected how higher education institutions strived to provide an environment safe for its students. The study utilized descriptive statistics to analyse whether students' enrolment and retention was affected by their perceptions of campus safety. With survey research, results were gathered from the Survey of Student Perceptions of Campus Safety, which was distributed, to college freshmen attending Marshall University located in Huntington, West Virginia.

Carrico (2016) findings revealed that females felt a higher level of fear than do males, which was aligned with the fact that women are more likely to become victims of sexual violence than are men. The study found that many colleges and universities had been successful in establishing programs to help young women with sexual crime awareness and aggression defense. The universities were found to offer a rape aggression defense course, which is primarily designed to teach young women situational awareness and basic self-defense tactics.

Regarding enrolment and retention, the study found that there were some common factors, which influenced students' perceptions of campus safety. Among them were the layout of the campus, the overall appearance of the campus, adequate lighting and the security of the campus. The results also showed females were more fearful of becoming victims of crime than males and this influenced their enrolment and retention. The study hence concluded that parents were concerned with the security of the campus, student health resources and emergency procedures. The study presented contextual, conceptual and methodological gaps because it was conducted in a developed state with student's perception as the only study variable and was a survey-based study. The current study addressed the gaps identified by establishing the relationship between Selected Student Management Practices and Retention in Public Secondary Schools in Kisii County, Kenya.

A study by Hauer (2019) determined the relationship between College Crime and

Retention Rates. The purpose of the study was to examine whether college crime affects retention rates at four-year American institutions. The study was motivated by the fact that while literature had focused on college crime and factors that affect the decision to begin attending a college, no study had solely focused on the college crime and the decision to continue attending a college. Using data from the US Department of Education, the study estimated the effect of college crime and changing college crime expectations on retention rates from 2009 to 2016 for four-year institutions using linear and non-linear regressions. The study findings indicated that college crime expectations and college crime overall had a negative, statistically insignificant effect on retention rates. The study concluded that while college crime presents issues for college administrators regarding student safety, such crimes might also present issues regarding retention rates. The study recommended that administrators of higher education should combat college crime, both for the safety of students and the future success of the institution.

Stuker (2017) assessed Student perceptions of the impact security measures have on their high school experience. The study used a phenomenological qualitative design, which provided rich data for analysis. The data was collected through interviews with a sample of subjects from the freshman class at the University of Montana. Each interview was conducted using a standard format that included tape-recording the participant's descriptions. The general themes of the study indicated that students had felt the impact of security measures on their high school experience and were recognizing the discrete elements creating those impacts to avoid dropout.

Calitz et al. (2020) determined the Influence of Safety and Security on Students' Choice of University in South Africa. Two surveys were conducted at different times that were used to collect data from local and international students. The results indicate that safety and security played a deciding role in both local students' and international students' choice of university in South Africa. The study concluded that higher education institutions in South Africa were experiencing increased interest and enrolments in study programs by international students. The study recommended that for recruitment and retention purposes, it is important that higher education managers understand the factors that influence a student's choice of the institution.

In Nigeria, Odebode (2019) examined factors responsible for students' unrest in

Nigerian tertiary Institutions: Implications for Counselling Practices. The study was descriptive in nature. The sample consisted of one thousand and two hundred undergraduates, who were selected in six Universities in Nigeria using purposive, simple random, and systematic random techniques. A new questionnaire labelled FRSUQ (Factors Responsible for Students' Unrest Questionnaire) was developed and used to collect data. The findings indicated that violence was an issue of the decade. The study also indicated that protests and unrest were regular features in learning institutions. Matsoga (2013) also noted that violence was prevalent in Botswana.

In Kenya, Kirui et al. (2011) reported that there are growing concerns of student safety issues in secondary schools in Kenya. Migiro (2012) asserted that in some instances of this student insecurity, some students lose their life. Njoki (2018) carried out a study that assessed the relationship between students Safety and Teaching and Learning Processes in Public Secondary Schools in Nairobi and Nyeri Counties. The purpose of the study was to determine the status of student safety and its influence on teaching and learning processes in Public Secondary Schools in Nairobi and Nyeri counties, Kenya. The study was meant to inform the re-mapping of safety standards and guidelines in Kenya for enhanced teaching and learning in public schools. A descriptive survey design was employed and target population was made up of 293 Public Secondary Schools in Nairobi and Nyeri Counties, their Principals and Deputy Principals, 50155 form 2 & 3 students and 2 County Quality Assurance & Standards officers from the areas of the study. The Sample was obtained through stratified random sampling where these schools were categorized according to Boys Boarding, Girls boarding and Mixed schools.

Njoki (2018) found that school physical infrastructure facilities were not safe, as many schools had not adjusted the doors and windows of classrooms and other school facilities as per the requirements of the safety standards manual. The findings further showed that school safety greatly influenced teaching, learning processes and student retention rate in schools. Failure to follow guidelines when providing for school facilities and ignoring social environment issues, greatly influence negatively teaching and learning processes. The study recommended that the government, through the Ministry of Education, should enforce compliance to safety Manual for schools, re-structure the teacher-training curriculum to include emerging issues in schools and increase allocation of resources to ensure schools adhere to the Ministry of Education

Safety guidelines.

Maritim et al. (2015) assessed the state of physical infrastructural safeness in secondary schools in Kenya. The study was anchored on the Chaos Theory, which offers lessons for managing periods of extreme instability in a system. The study employed the descriptive survey design. Stratified and purposive sampling techniques were used to determine the sample size. The respondents of the study included head teachers, teachers, students and security officers. The research instruments used were; questionnaire, interview schedule and observation checklist. Data was analysed both quantitatively and qualitatively. The study found out that most schools were not adequately prepared for emergencies, both in terms of planning and equipment. Even though this study examined physical infrastructural safeness in secondary schools in Kenya, it informs the present study on the methodology employed in the study. Consequently, the current study filled the contextual gap, as it was carried out in public secondary schools in Kisii County, Kenya.

In the Basic Education Act (MOEST, 2013), safety of the learners is an issue of concern of the principal. Thus, the principal should ensure that the learner is in a safe environment (Republic of Kenya, 2018). Student safety practices when carried out well, improve students' retention rate in a school. Student safety can be viewed from several perspectives such as the physical safety, mental safety or even health-wise safety. In terms of physical safety, the school principal has a duty to provide learners with safe, secure and peaceful environment in which learning can thrive (Republic of Kenya, 2013). Review of literature reveals that there are widespread safety management issues in institutions of learning across the globe.

Students should also be prepared on how to handle trauma just in case it strikes in a school. A research by Tumuti et al. (2014) indicated that Kenyan schools commonly experience traumatic events leading to high rate of post trauma stress disorders (PTSD). This calls for the intervention of principals to put in place mechanisms of handling cases of trauma in schools. Mwenga (2011) noted that schools rarely train their students on safety measures and as to such, most students are not able to handle emergence cases. Trauma cases affect the self-esteem of learners as observed by Kithela (2016). Kithela posits that high self-esteem students have a high affinity to remain in school than those with low self-esteem. Since there is limited information on a study that has been done

to investigate the relationship between disaster preparedness and the retention of students in Public Secondary Schools in Kisii County, this study was conducted to examine this influence and document it.

The school principal should protect learners from acts of bullying as this causes unnecessary torture. Peguero and Williams (2012), report that bullying-related instances in many schools have caused growing concern among the educators and the government. Lacey and Cornell (2011) reported that school bullying statistics show that 77% of students are bullied mentally, verbally and physically. Review of literature reveals that most of the bullied students eventually drop out of school, thus reducing the retention rate of students in a school (Juvonen, 2011). Due to this fact, school principals are supposed to completely eliminate cases of bullying in their schools. This study aimed at investigating the relationship between bullying and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The school principal is in-charge of the school's physical facilities (Emily & Lydiah, 2012). These facilities are meant for student use and if their conditions are deplorable, they make learning learner unfriendly and this affects the retention rate of students in the school. Non-availability of adequate physical facilities in a school may also affect learning (Ihuoma, 2012). In a research by Nyakundi et al. (2012), it was established that school funds were not being utilized well to avail or improve the status of the school physical facilities. On the other hand, Isa et al. (2014) contended that the school principal should be concerned with school physical facilities by making visits and check-ups of the school facilities. These facilities must also comply with the safety standards of the government (Republic of Kenya, 2018). So far, there is scanty information on studies that have been done in Kisii County on the relationship between the school physical facilities and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The learners' health should be properly maintained in the school. This is because learners' health is the key to successful teaching and learning process in schools as noted by Lisa (2015). This is due to the fact that, majority of the people; including students, go to work when actually they ought to have stayed at home due to sickness (Vroome, 2015). According to Taloyan et al. (2012), sickness prevalence refers to a situation when one goes to work despite illness. Johansen (2015) reported sickness

prevalence in Norwegian study of physicians. In Danish core workforce, more than 70% of sickness prevalence was reported and the same share was noted in Canadian service organization (Aronsson et al., 2014). Kagendo (2013) observed that there are many students who go home every day because they are feeling unwell or even because they have bruised themselves in school. Consequently, learners should be protected and given necessary medical attention while in school for learning to thrive well (Nyongesa et al., 2015). Since school health practices by the principal affect students' retention rate in schools, this study was done to investigate the relationship between learners' health and the retention of students in Public Secondary Schools in Kisii County, Kenya.

A good student safety practice should involve assisting students with special needs or disabilities in school. Cornell et al. (2015) asserts that a true litmus test for any stable democratic institution is the way that institution cares for and protects its most vulnerable citizens. In developing countries alone, disability related issues affect approximately 50% of the population (Bunning et al., 2017). In Kenya, this group make up to approximately 20% of the Kenya's population according to 2019 population census (Kenya Bureau of Statistics, 2019). Since education is a critical tool to liberate the minds of people from the shackles of poverty and ignorance, every child should be educated regardless of his or her disability status. More so, research has shown that educated parents handle child disabilities better than their counterparts without education (Farrell, 2013). In the same way, the school principal should handle learners with disabilities with a lot of care. Studies on the relationship between disability handling practices by the school principals and the retention of students in Public Secondary Schools in Kisii County have not been adequately carried out. This study was conducted with intentions to bridge this gap.

2.5 Student Feeding Practices and Retention in Public Secondary Schools

As acknowledged by the first four Millennium Development Goals (MDGs), the global agenda is to eradicate hunger, poverty, achieve food security and promote health lives (Republic of Kenya, 2016). This notwithstanding, many children in most of the less developed countries suffer from poor health and malnutrition (Langinger, 2011). Holo (2015) posited that, malnutrition exists in some form in every country. According to World Food Organization, protein malnutrition is the commonest and the most devastating form of malnutrition among school age children (WFP, 2016). Odora

(2014) noted that, proper nutrition is essential to the learners for their physical, intellectual and emotional development. Other reviews of literature have shown that, a child who is properly fed on a balanced diet and well-prepared food develops faster and is ever active in school (Yunusa et al., 2012).

Caroline (2016) postulated that student feeding program influenced enrolment, retention and students' participation in class and out of class activities. This was also observed by Belinda (2015) who noted that students' retention rate increased where there was feeding program and vice versa. Therefore, the provision of meals to help learners stay in school should be embraced in schools. Studies have shown that, Nigeria, Cote d'ivoire, Ghana, Kenya and Mali commenced the implementation of student feeding programmes in 1980's (Oyafade, 2014). Jayaraman et al. (2015) examined the feeding program's effect on attendance of school in Madhya Pradesh (India). The findings of this study showed that school attendance was high where feeding was offered. School meals provide learners with energy and allow them to focus on their studies without hunger as a distractor (Otieno, 2014). Due to this, the Canadian International Development Agency (CIDA) provided school meals to over 26 million school children in more than 60 countries in 2011 (WFP, 2016). Other studies have also shown that, a school meal is provided as a way of maintaining learners in school (Daly, 2012). For instance in India, school meals have increased students' school attendance and retention rates (Harlan, 2013). However, studies have been done with regard to school meals and retention, very little has been done on the relationship between the school meals as an incentive and retention of students in Public Secondary Schools in Kisii County, Kenya.

Afridi et al. (2017) in his study assessed the impact of school meals on school participation in rural India. The purpose of the study was to assess the effect of transition from monthly distribution of free food grains to the daily provision of free cooked meals to schoolchildren on enrolments and attendance in a rural area of India. The results suggested that programme transition had a significant impact on improving the daily participation rates of children in lower grades. The average monthly attendance rate of girls in grade one was more than 12 percentage points higher while there was a positive but insignificant effect on grade one boys' attendance rate. The impact on enrolment levels and retention was insignificant.

In Ghana, Yendaw and Dayour (2015) conducted a study on effect of the national school feeding programme on pupils' enrolment, attendance and retention in Nyoglo of the Savelugu-Nanton Municipality. The main objective of the programme was to motivate parents to enrol their children in basic schools, improve attendance, make pupils stay in schools and to improve the nutritional intake of children in rural areas. The purpose of the study was therefore to explore the contribution of the Programme on pupils' enrolment, attendance and retention using 150 respondents. The study was guided by the mixed method approach to research. Data for the study were collected using both interview schedules and in-depth interview guide. The results revealed that a higher percentage of the respondents viewed meals prepared for pupils to be of moderately low quality and quantity. The study, therefore, recommended that government and other stakeholders' in-charge of the feeding programme should remain committed to providing the needed resources for the smooth running of the programme and increased retention rates.

In Ethiopia, Kidane (2018) examined the Impact of school feeding program on students' enrolment and dropout in jigjiga zone. A two-stage sampling procedure was used in the collection of primary data. The first sampling stage involved purposive selection of 47 schools under the program, while the second stage involved random selection of schools with probability proportionate to size of each participant schools. The data collected were analysed using descriptive statistics and Propensity Score Matching econometrics mode. The econometrics model result depicted that school-feeding programme brought a positive and significant impact concerning student enrolment (with the probability of 3.24 and at 1% significant level). The program increases enrolment among treated schools on average by 193 students as compared to controlled schools. The resulted increment in enrolment was statistically significant at 1% level of probability. Nevertheless, results of the analysis indicated that school feeding programme did not bring significant difference when it comes to student retention. Thus, efforts to improve student enrolment and reduce dropout need to be based on an in-depth understanding of the specific barriers to education.

Maijo (2018) examined impact of school feeding programme on learners' academic performance and retention in Mlunduzi Ward, Tanzania. This study was equally qualitative and quantitative in nature. A questionnaire was administered to capture the impact from 96 respondents in four randomly selected primary schools in Mlunduzi

ward. Focus group discussion was employed to complement the questionnaires. A checklist was used to validate data from learners and teachers through the focus group discussion. The data were analysed using descriptive statistics. The results revealed that school-feeding programme had shown significant impact on learner's academic performance and students' retention. The results further indicated that the school feeding programme had increased examination performance, helped to get learners into school, enhancing enrolment and reducing absenteeism. The assessment of examination scores in the period before and during school feeding programme had shown that learners got better in an examination during the school feeding programme than before. The study recommends that in practice, school-feeding programme should involve local communities than depending on donor funding to ensure sustainability of the programme.

Wekesa (2015) in a study examined the Impact of school feeding programme on pupils' retention rates in public primary schools in Fafi Sub-County Garissa County Kenya. The purpose of the study was to determine the impact of school feeding programme on the pupils' retention rates in public primary schools in Fafi district, Garissa County. The study particularly focused on the rationale of school feeding programmes, adequacy of food given to pupils, sources of funds, forms of school feeding programmes, frequency and consistency of disbursement of food to public primary schools and community involvement in the school feeding programme influences pupils' retention rates in public primary schools. The study was conducted using the descriptive survey design, the target population consisted of 24 public primary schools with 121 teachers, and 5461 enrolled pupils. Simple random sampling design was used to select the sample size of 12 head teachers 90teachers and 60 pupils from the target respondents of 162 for this study. The study established that retention requires availability of food in school on a regular basis. Data analysis also established that in school feeding should be used as an incentive for children to attend school on a daily basis. From the findings, it was also established that community involvement has a positive influence pupils' retention rates because it brings about harmony among the community, teachers and pupils, hence smooth learning in most public primary schools.

Nyakundi (2017) conducted a study on Influence of school feeding programme on pupils' retention in public primary schools in Dagoretti South Sub-County, Nairobi County, Kenya by adopting a descriptive research design. The main aim of the study

was to establish the effect of school feeding programs on primary school retention in Dagoretti South Sub-County. The target population was 10 head teachers of the public primary schools and 80 teachers of the 10 schools that received the School Feeding Programme services. This study used census, where the entire population participated in the study. A structured questionnaire was used to collect data. Data was analysed using descriptive statistics and represented using figures and tables. The study revealed that there existed a high and positive significant relationship between; alleviation of short-term hunger; parents' motivation; community involvement and sustainable feeding programs and pupils' retention in public primary schools. The study concluded that all alleviation of short-term hunger in malnourished or well-nourished school as school feeding programme initiative highly influences pupils' retention in public primary schools. The study recommended that the Ministry of Education should review the school feeding programme to ensure continuous and adequate supply of food in the school in poverty-ridden areas.

Kosilei et al. (2018) examined the effects of feeding programme on enrolment rates and retention in public Early Childhood Development Centres in Sigor Division, Chepalungu Sub- County, and Bomet County, Kenya. The study adopted the descriptive survey design. The target population was 560 subjects including 56 Head teachers, 112 teachers and 56 School Management Committee chairpersons. Data was collected by use of questionnaires, observation check list and interview schedule. Data collected was analysed using descriptive statistics. The findings of the study indicated that enrolment was low prior to implementation of school feeding programme and changed to high upon implementation. Findings showed that the feeding programme was effective in enhancing enrolment and retention rates. Aregawi (2016) conducted a study to establish the relationship between school feeding programme and students' enrolment. The study adopted a descriptive research design. The findings indicated that school-feeding programme brought a positive and significant impact concerning student enrolment. However, the results of the analysis indicated that school-feeding programme did not bring significant difference when it comes to student drop out. Another study by Khatete et al. (2018) showed that school-feeding programme played a major role in enhancing pupils' attendance in schools.

The school cooks should ensure that learners are served with the right quantity of school meals. Kamwenda (2015) investigated the effects of student feeding practices on the

enrolment and retention of students in Lilongwe (Malawi) and concluded that there was no effect of the feeding program on student enrolment and retention. Oganga (2013) carried a study in Tanzania on the views of parents, teachers and students on the student-feeding program. Among the findings of Oganga's study was the conclusion that parents and teachers consider student-feeding program as an effective tool to make students enrol and remain in school. However, students maintained a contrary opinion that student feeding was not an effective factor in making them enrol and be retained in school. As much as the provision of the right quantity of meals is very essential, so far, limited studies have been carried out to investigate the relationship between the right quantity of school meals and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The learners should be served with good and hygienic foods (Akabanda, et al., 2017). In a study by Kingori (2015), it was concluded that serving learners with balanced meals in school, improved their retention rate. This notwithstanding, food hygiene has to be practiced by all those who are involved in handling it (Republic of Kenya, 2016). This is due to the concern that diseases may be spread if caution is not practiced when handling school meals (MOEST, 2015). Consequently, the medical department to ensure their health fitness to handle food (Fitzgibbon, 2015; KDHS, 2014) should check school cooks. This is in alignment with the broad national goals as stipulated in the country's vision 2030 and the Kenya Constitution (Republic of Kenya, 2016). From the literature review, it is evident that very few research studies have been done on the relationship between safe school meals as practiced by the school cooks and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The school cooks should serve meals to students following a school menu for students. World Food Programme (WFP) estimated that about 66 million school age children attend classes hungry across the developing countries, with 23 million in Africa (WFP, 2016). Langer (2011) noted that, when learners receive enough food in school, they no longer become distracted by hunger and therefore improve the retention rate. Such learners are able to socialize well with both the teachers and their peers, thus making the school a good place to stay (Otieno, 2014). The Constitution of Kenya (Republic of Kenya, 2010) recognizes basic nutrition, health care and shelter as basic human rights under the Bill of Rights in article 53(1). For this purpose, the school cooks have a duty of ensuring that learners take their meals as timetabled following the official school

menu. Robyn (2013) noted that school meals should be provided at appropriate times to learners and not haphazardly. The above review notwithstanding, limited studies have been done on the relationship between the school meal menu as provided by the principal and the retention of students in Public Secondary Schools in Kisii County, Kenya.

In a school, there should be a store for safekeeping of foods. Food is a basic human need that plays a vital role in the sustenance of life. Its safety however, has become a major concern to the food industry. This is because the consumption of contaminated food and water contributes to a myriad of health problems the world over (Wandolo, 2016). The school principal should properly spell out food storage practices. In a study by Holo (2015), it was reported that most schools mixed food and other materials in the same room. This practice is very detrimental because food contamination may take place leading to spread of diseases which might affect the retention rate. Consequently, for learner safety purposes, school food should be kept separately. A waste disposal site should also be well maintained (Republic of Kenya, 2018). So far, there is limited information on a study that has been done on the relationship between the school food storage practices by the school kitchen staff and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Serving of school meals' time should be well specified in the school routine. This will help in proper planning of school activities. In terms of timing, school meals should be provided at appropriate times of the day such that class hours are not affected (Adekunle & Christiana, 2016). A research from Harvard, found out that students who participate in school breakfast programmes, have improved attendance (Bell, 2013). According to a study by Holo (2015), students receive breakfast in the morning hours. The students are also provided with lunch at different times of the day. The aim of School meals is to provide learners with energy and allow them to focus on their studies without hunger (Otieno, 2014). Due to this crucial role of school meals, principals should therefore ensure that learners take their meals as scheduled (Marie et al., 2016). The school should also provide clean water to the learners. So far, there is limited information on the relationship between school meals' timing as provided by the principal and the retention of students in Public Secondary Schools in Kisii County, Kenya.

According to Economic Review of Agriculture, 51% of the Kenyan population lacks

access to adequate food (WFP & Government of Kenya, 2013). Such food challenges have long-term negative implications for the wellbeing of students such as dropping out of school (MOEST, 2015). Consequently, in order to address the issue of malnutrition and retention rates in schools, the school feeding program was launched (Langinger, 2011). The school principal runs this programme. Evidence from field studies in Kenya show that, rural schools that provide meals to learners have nutritionally well esteemed learners than schools where meals are not given (Haag, 2014). This study was done to investigate the relationship between the school meals as a source of nutrition to learners and the retention of students in Public Secondary Schools in Kisii County, Kenya.

2.6 Instructional Practices and Retention in Public Secondary Schools

Ogunkunle and Henrietta (2016) in a study examined the effect of differentiated instructional strategies on students' retention in senior secondary schools, Abuja, Nigeria. The study employed experimental research design of pre-test and post-test. The area of the study was Abuja Municipal Area. The target population was the entire mathematics students in senior secondary class 2. The simple random sampling technique was adopted and used to select 2 senior schools and 100 subjects for the study. Researcher-designed geometry achievement test containing 25 multiple-choice items with reliability coefficient of 0.90 was used to measure students' academic achievement before and after the treatment. The researcher taught the experimental and control groups for six weeks. At the beginning and end of the six weeks, the test was administered as a pre-test and post-test to the students in the two groups. The result showed that differentiated instructional strategies were more effective in promoting meaningful learning and enhancing mathematics students' achievement than the conventional method. The result of the post-test administered to the experimental and control group students' four weeks after the first post-test also showed that retention ability was significantly higher in the experimental group students than in the control group students. Conclusion from these findings led to the recommendation that mathematics teachers and educators should adopt the differentiated instructional strategies as an innovative, efficient and effective strategy in teaching geometry concepts in mathematics.

Another study by Makorani and Muli (2017) assessed the factors affecting the retention rate of pupils in public primary schools in Hindi Division, Lamu West Sub-County,

Lamu County. The general objective of the study was to determine factors affecting the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county. Specifically the study determined the effects of; family background, learning environment and societal culture on the retention rates of pupils. The study was firmly founded on three theories; human capital theory, functionalist theory and achievement motivation theory. The study adopted a survey research design. The study was carried out using open and closed ended questionnaires, which were given to 32 head teachers. The findings revealed that the aspects of family background, level of education of parents, gender of children in the family, economic background of the family and aspirations of the family affected retention rate of pupils in public primary schools in Hindi Division, Lamu west Sub-County. It was also clear from the findings that the learning environment aspects such as availability of textbooks, teaching aids, clubs and social facilities around the school also affected pupils' retention rate. The study recommended that the Government should formulate policies favourable to learners in order to enhance retention rates, especially through provision of necessary learning facilities in public schools.

Oyugi (2016) conducted a study that determined principals' practices influencing retention of girls in public secondary schools in Suba Sub-County, Homa Bay County, Kenya. The aim of the study was to establish the principals' practices that influenced the retention of girls in public secondary schools in Suba Sub-County, Homa Bay County, Kenya. By adopting, a descriptive survey research design the study targeted 32 secondary schools, 32 principals, 64 class teachers and 3860 secondary school girls from Suba Sub-County. A representative sample consisting of 10 secondary school principals, 47 class teachers and 116 girls was drawn through random sampling. The findings of the study were that the provision of sanitary towels to girls had a positive impact on the retention of girls in schools. The study also found that soliciting for donor involvement had a positive effect on the retention of girls in secondary schools. It was also noted that effective guidance and counselling had a positive bearing on the retention of girls in secondary schools. The study recommended that government and non-governmental organizations should aid in the provision of sanitary towels to help girls remain in school throughout their education period. On the same note, guidance and counselling programmes were recommended in schools to reduce dropout rates.

As observed by Shuaibu (2016), instructional practices by the teaching staff can have a profound effect on the learners' retention rate. Umoh (2013) noted that, various governments in the continent have emphasized proper instructional practices in schools in sub-Saharan Africa. As noted by Chemutai (2015), it is the primary role of the school principal to instil good instructional practices by teachers in the school. These practices involve reporting to class in time, not missing lessons, giving students assignments, marking of assignments and revising, checking students' notes among many other practices (Catherine, 2014). As observed by Shuaibu (2016), instructional practices by the teaching staff can have a profound effect on the learners' retention rate.

A study by Babatope and Hezekiah (2013) indicated that there exists a significant relationship between the teachers' instructional practices and the learning process in the school. Other researchers have posited that when teachers do not attend to learners may be a failure on the principal's part, and it leads to low student retention rates (Bakhda, 2010; Kiilu, 2011). Mercy, Edward and Ngaruiya (2016) also noted that there is a significant relationship between the teachers' instructional practices and the retention of students in schools. The intention of this study was to examine whether the teachers' instructional practices had any influence on the retention of students in Public Secondary Schools in Kisii County, Kenya.

According to UK Essays (2013), people learn in different ways and therefore, it is quite necessary for the principal to advise teachers to use a variety of different styles of teaching when teaching in a class. Review of literature indicates that, most successful teachers in the world do not confine themselves to a single method of teaching but instead, they use a variety of them (John, 2016; Karami et al., 2012). Hybrid style of teaching blends the teacher's personality and interest with the students' needs (Eric, 2013). In order to ensure that maximum output is achieved in class, Armstrong (2013) asserts that, teachers have to use a variety of teaching methods in class that can cater for slow and faster learners. However, Donche (2013) cautions that, for a teaching method to be appropriate and efficient, it has to be in relation with the type of learning it is intended to bring about. Cleaver (2015) also adds that, the design and selection of teaching methods must take into account, not only the nature of the subject matter, but also how students learn. So far, limited studies have been carried out to investigate the relationship between the practice of using a variety of teaching methods and the retention of learners in Public Secondary Schools in Kisii County, Kenya.

The school principal should encourage teachers to mark assignments and examinations in good time and revise with the learners. This is because the teacher has the distinct responsibility of providing timely feedback to the learners (Reynolds, 2013). This will give them a sense of achievement, which motivates them to remain in school (David, 2015; Steven, 2012). Also noting the importance of revision is Claire (2013) who observed that revision helps learners to gain techniques of answering questions. Thus, revision activities are meant to add new insight to the learners (Robert, 2014). Consequently, this study was aimed at examining the relationship between marking assignments and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Another aspect of the teachers' instructional practice that can influence students' retention rate is making follow-ups on those students who do not do assignments and homework. Homework has been defined as a set of school tasks assigned by teachers to students and has to be completed out of school class hours (Craig, 2015). Some studies have shown that, school assignments and homework are effective tools that enhance students' learning in school (Hagger et al., 2015). In addition, it has been found out that following up on students' assignment and homework, has a positive relationship with students' retention in schools (Nunnez et al., 2014). A study by Pedro et al. (2015) indicated that there is a positive impact of the teachers' follow up practices on students' learning and retention. Since there was little evidence of a study that has been done in Kisii County on the relationship between teachers' follow up practices and students' assignments on the retention of students in Public Secondary Schools in Kisii County, this study was conducted to bridge the gap.

Through the principal's initiative, teachers should use constructive criticism when teaching in class (Boundless, 2017). Trevor (2013) indicated that positive criticism is essential in the process of improvement in any domain. However, Baron (2017) cautions that one should not engage in criticism when emotionally upset or under great stress. By accepting criticism, learners learn to listen without becoming defensive or giving excuses and then actually do things differently to make them better (Hare, 2017). However, Furrer et al. (2014) cautions that, teachers should ensure that effective criticism is appropriately motivating and positively intended. This study was conducted to examine the relationship between teachers' positive criticism on the learners and the

retention of students in Public Secondary Schools in Kisii County, Kenya.

As an instructional practice in a school, the Principal should encourage teachers to counsel students who are weak academically. When teachers counsel students, learning will be friendly and this might increase retention rate in schools (Patrick, 2014). A study in Nigeria showed that counselling was very crucial on the learners in schools (UNESCO, 2015). Noting the same, Pannoni (2015) asserts that a school should provide an environment where learners can seek help from the school counsellor to thrive well academically and socially. Ndirangu (2014) observed that counselling has a positive impact on retention rate of students. Review of literature in the role of counselling indicate that there is enough evidence that lack of counselling leads to poor performance which in turn affect student retention rate (Victor et al., 2016). This influence of counselling on learners' retention has not been done exhaustively in public day secondary schools in Kisii County. Consequently, this study was undertaken to examine the relationship between counselling practices and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Another teachers' instructional practice in schools that affects student retention rate in public secondary school is the practice of encouraging group discussions. This practice helps to bind learners together as they share in a discussion (Corcoran, 2016). However, to work together, students must learn to trust one another and to associate freely on many ethical issues (Pardo et al, 2014). For groups to work well, the principal together with teachers should initiate their formation. This formation is not just to deliberate on research questions only, but also to enable students to learn the art of discussion (Steven, 2012). Students should be taught on how to initiate and sustain a discussion (Lisa, 2015). They should be trained to do research and provide the necessary feedback. However, group discussions are good to students, limited research studies have been done to investigate their influence on student retention rate in schools. This study was designed to investigate the relationship between group discussion practices and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Joe (2013) alludes that, chapel services help students to form good habits when they are in and out of school. As to such, the school principal should encourage learners to go for pastoral programmes regularly (John, 2017). Bruce (2013) noted that as learners need nourishing food to survive physically, they also need the gospel to survive

spiritually. Literature review has shown that the chaplaincy in schools plays a greater role in helping learners to cope effectively with socio-spiritual challenges (Kim, 2013; University of Kabianga, 2015). Consequently, schools should integrate faith and learning to ensure that learners have high moral values (Dale, 2017). If spiritual matters are handled properly in schools by involving learners, it will bond all learners together and this might increase retention rate. Consequently, this research study was carried out to explore the relationship between school spiritual nourishment practice and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Games and sports are an integral part of a student's life (Chopra, 2015). Teachers should encourage students not only to study hard to be successful in competitive examinations, but should also play games and sports to enjoy the health and vigour of life. Research has shown that when a player is engrossed in the game, he forgets all his worries and anxieties (Seth, 2017). It is for this reason that in ancient Greece, games formed the principal part of education (Anurag, 2013). Even in Kenya, physical education forms part of the secondary school curriculum and is taught in every form even though, it is not examinable (Republic of Kenya, 2014). This notwithstanding, some students are malingerers when it comes to games activities and should therefore be encouraged by other fellow learners to go for co-curricular activities as, "all work and no play, makes Jack a dull boy!" (Anil, 2015). So far, limited studies have been done on the influence of co-curricular activities on the retention of students in public secondary schools in Kisii County. This research was conducted to adequately investigate the relationship between co-curricular activities and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The teaching staff should involve parents in the teaching learning of their children in school. Ndirangu (2014) noted that when parents involve themselves in their children's academic work, student retention improves. As a parent, one should encourage the children to stay in school or attend school regularly without skipping lessons (Kimberly, 2013). This is because, parental involvement, more than income or social status, is a predictor of student achievement (IOWA State University, 2014). Fifolt et al. (2013) posited that, when parents are involved at school and not just at home alone, children do better and stay in school longer. For Ayodo et al. (2015), parental involvement in school improves school attendance and student retention. Though studies have been done on parental involvement in school and student retention rate, there is limited

information on the relationship between parental involvement and the retention of students in Public Secondary Schools in Kisii County, Kenya. This study intends to bridge this gap.

Teachers should maintain good relationship between the school and the parents. Literature review reveals that, the family makes critical contributions to student achievement in school (Fifolt et al., 2013). Kilanga (2013) said that no matter what economic, racial or cultural group one comes from, children's academic achievement scores do go up when there is good relationship between the home and the school principal. However, a study by Mudibo (2014) asserts that some parents portray a negative attitude about their teachers and this influenced negatively on the learners' attitude to the school. This notwithstanding, some studies have shown no association between parent-teacher relationship and academic achievement (Marcelle et al., 2015). As if this is not enough, other studies have found a negative association between the two variables (Minke et al., 2014). This study was carried out in order to examine the relationship between parent-teachers relationship practices and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The amount of money a country spends on learning materials is a good indicator of its commitment to providing quality education to her citizens (UNESCO, 2016). Likewise, the principal should buy enough reference materials for the students and teachers. Rotich (2015) noted, although the government has increased budgetary allocations to meet the cost of textbooks in schools, the principal ought to supplement these textbooks for proper revision. Scholars have asserted that access to appropriate learning materials is key for achieving inclusive and equitable quality education (Martin, 2013). As observed by Aggrey, if Kenyans of goodwill would come together to assist schools in rural areas by providing mentorship and material support, even the most humble institutions will be transformed into centres of excellence (Otieno,2012). Even though studies have been done on the area of school textbooks and other aspects of schooling, limited studies have been done on the influence of reference materials on the retention of students in public secondary schools in Kisii County. This research study was therefore geared towards providing the required information by investigating the relationship between reference materials as provided by the principal and the retention of students in Public Secondary Schools in Kisii County, Kenya.

2.7 Student Discipline Practices and Retention in Public Secondary Schools

Marchbanks III et al. (2015) assessed the economic effects of exclusionary discipline on grade retention and high school dropout in Texas. The study examined the impact of school discipline on students' risk for grade retention and school dropout using a statewide sample of 7th grade students tracked through their 12th grade year. Results indicated that school discipline was associated with approximately 4,700 grade retentions per year in the state of Texas. The results also indicated that school discipline relates to a 29% increase in high school retention. The study therefore recommended that educational agencies should adopt evidenced-based programmes that reduce school dropouts. Further, the findings of the study underscored the need for school officials to employ secondary and tertiary dropout prevention programmes.

Swanson, Holmes Erickson and Ritter (2017) conducted a study with the sole aim of examining the Impact of Middle School Disciplinary Policies on 9th Grade Retention by focusing on education reform faculty and graduate students publications. The study was based Arkansas. In the study, a novel approach was used by limiting the sample to students who switched schools between 8th and 9th grade. This movement gives each student a fresh start and removed the notion of a "problem student." The study found out that students who received exclusionary discipline in 8th grade were more likely to be retained in 9th grade compared to students who received no exclusionary discipline. The study concluded that each additional day of exclusionary discipline in 8th grade resulted in a 0.2 percentage point increase in the likelihood that a student will be held back in the following year.

In Nigeria, Haruna (2016) evaluated the impact of students' indiscipline on the management of secondary schools in Kogi-East Senatorial District, Kogi State. The main purpose of the study was to investigate the impact of indiscipline on the management of Secondary Schools in Kogi-East senatorial district. Five research questions and five hypotheses were formulated to guide the study at 0.05 level of significance. Survey design was adopted and 450 respondents were used as a sample and were selected using proportionate stratified random sampling. Four Likert point rating scale was used for data collection. Percentages, mean, standard deviation and chi-square test were used to analyse the research questions and test of hypotheses respectively. The findings of the study indicated that truancy, stealing, examination

malpractice, sexual immorality and drug abuse had significant effects on retention of secondary school students.

Nthiga (2014) also did a study on strategies adopted in enhancing learners' retention in public secondary schools in Embanks District, Kenya. The purpose of the study was to establish whether discipline influences learners' retention in public secondary schools. The study was based on the theory of socialist economics of education and the education production function. The study was carried out in Embakasi District in Nairobi County by adopting both quantitative and qualitative design. The research instruments used were questionnaires on a target population made up of 1 District education officer and 148 public secondary school teachers in Embakasi District, Nairobi County. The District education officer and teachers were selected randomly. The data collected was analysed qualitatively and quantitatively by use of descriptive statistics such as, mean, mode, median and standard deviation. The study found out that there was a positive parental support to school disciplinary measures, parents come to school when required, parents' contribution to learners' activities and parents support of academic needs improved retention of learners in schools.

A study conducted by Onyango and Njue (2017) on rising protests over constituency fund, indicated that the poor rates of retention and completion observed in public secondary schools have been associated with learners dropping out and absenteeism. According to Onyango and Njue (2017), constituency bursary fund was not serving its purpose. They indicated that, since the bursary fund was under the direct control of members of parliament, it had been transformed into a political instrument, thus compromising its effectiveness. This effectiveness was hampered due to; firstly, the parliamentarians give bursaries to friends and political supporters who are not necessarily needy. Secondly, the parliamentarians split the fund into tiny amounts to reach as many people as possible. This makes the fund inadequate hence lowers retention rate.

A study by Kasivu (2020) on the role of teacher-student interpersonal relationship in determining students' discipline in public secondary schools in Machakos County showed that, discipline is an area, which plays a crucial role in students' retention. Esther (2014) and Kiprop (2012) also opined that, in a school where indiscipline is rampant, parents withdraw their children leading to low student retention rate. In order

to instil discipline to the learners in the school, the principal should take the lead and make teachers work as a team (Perry & Morris, 2014; Meador, 2016). The findings of the study alluded to the fact that, high levels of student discipline leads to improved student retention rates (Andrea, 2014). Grace and Teresa (2015) note that discipline improves students' retention rate while indiscipline does exactly the opposite. Though studies on discipline and retention of students have been carried elsewhere in Kenya, the relationship between teachers' teamwork and retention of students in Public Secondary Schools in Kisii County has not been adequately done. This called for this study.

A study conducted by Miettinen (2020) recommended that the Principal should encourage teachers to treat students with courtesy and respect. This creates satisfaction, which improves students' retention rate. In a school, the principal should treat the students in the same way he/she could wish to be treated by others. Consequently, the principal should place great emphasis on protecting and respecting the dignity of all the students if retention rate of students has to be improved. There should be no room for discriminatory behaviours such as bullying and harassment (James, 2015). This is because, review of literature has shown that student harassment, and bullying and victimization greatly interfere with retention rate of students in a school (Ruskin, 2015). When learners are treated with courtesy and respect, retention improves in a school (Patrick, 2014). However, with all these findings, limited information was available on the relationship between handling learners with courtesy and the retention of students in Public Secondary Schools in Kisii County, Kenya. This study intends to bridge this gap.

Vicki (2012) and Susan (2016) confirm that caring relationship of the school principal improves retention rate of students. A caring principal transforms the school experience for learners who have problems such as dropping out of school (Castro, 2012; Ntitika, 2014). Eva (2014) posited that, a great principal should care about his students by listening to them. Tyler (2013) contends that, in order for a principal to have full control of a school, the principal should love his/her learners. When a student knows that he is loved, he will develop the trust to remain in school (Terry, 2017). Research has it that, most students change their behaviours when they are treated with love (Hannigan & Hauser, 2015). Thus, principals have a responsibility to teach students on how to co-exist in the school (Nancy, 2015). So far, very few studies have been conducted on the

relationship between a caring relationship of principals and the retention rate of students in Public Secondary Schools in Kisii County, Kenya.

The use of guidance and counselling in schools should be encouraged. This is because review of literature recognizes the importance of guidance and counselling in dealing with discipline issues of students (Nyaegah, 2011). For proper guidance and counselling to occur, the principal is a key player (Okechi & Kimemia, 2012). For Oyieyo (2012), guidance and counselling is a core factor for discipline to improve in a school. In view of this, Grace and Teresa (2015) assert that in every school, there is need for organized guidance and counselling programmes to address the needs of students in the school. In a research by Samoei (2012), it was noted that where guidance and counselling was minimally used, cases of indiscipline were high and retention of learners was low. However, with all these benefits of guidance and counselling, there is very little evidence that studies on the relationship between guidance and counselling and the retention of students in Public Secondary Schools in Kisii County have been investigated and documented. This necessitated the need for this study.

The teachers should encourage parental involvement in the discipline of the learners. This is because, literature review shows that parental involvement in a child's education is positively associated with a child's discipline (Topor et al., 2010). In American education, 75% of the teachers surveyed believed that, students would do well in school if their parents were involved in their discipline. On the side of the parents, 72% of them said that the children of uninvolved parents usually drop out of school (Chuck & Eileen, 2011). Another study in North Carolina State University by Paul (2012) indicated that parental involvement in form of discussion with teachers, checking homework, attending school meetings and events, has a positive influence on students' discipline in the school. A study published in the Review of Economics and Statistics (McCoy & Cole, 2011), reported that the effort put forth by parents, has a bigger impact on their children's discipline than the effort expended by school principals alone. When learners are disciplined, they will attend school regularly, thus improves their retention rate (Bempechat, 2015).

Researchers have noted that, there are many types of indiscipline and various approaches of solving them (Republic of Kenya, 2018). It has also been observed that at all times, disciplinary measures should be meted on the learners with a lot of restraint

and love. At all times, the teachers should make the child understand the reasons for any discipline issue at hand (Morin, 2017). Katherine (2017) observes that failure to discipline a child often results to kids who are unhappy, angry and even resentful in schools, leading to drop out. Currently, there is no evidence of the study on the relationship between disciplining students with love and the retention of students in Public Secondary Schools in Kisii County. This study is aimed at filling this gap.

Centre for Real World Learning (2010) maintains that, in order to improve the child's discipline, the parent should attend school functions. Thus, the school should organize such occasions as visiting day, school open days, career days, prayers' day and any other function that may give parents an opportunity to interact with teachers and the children (Yolanda, 2014). School visits involving parents ensure a sustainable retention rate of students in school (Cleophas, 2014). Other studies have indicated that a child's education is not only the responsibility of the teachers, but also a joint responsibility of the teachers and the parents (Martin, 2013). When a parent skips a school function, the child feels demotivated, loses the morale of learning and drops out of school (Kathy & Julie, 2013). However, though studies have been done elsewhere on the involvement of parents in schools, there is very little evidence of the study on the relationship between attending school functions by parents and the retention of students in Public Secondary Schools in Kisii County.

The parents should be encouraged to provide adequate necessities to their children in school. A student who lacks the basic needs in school always feel neglected and resort to indiscipline behaviours (Gossling, 2019). With this in mind, Trautwein et al (2017) advised parents to provide their children with what is required in school to avoid indiscipline cases among the learners. The American Academy of Paediatrics (2015) also posited that studies have linked low student retention rate to missing basic needs in school. As noted by Open Hope Foundation (2013) children drop out of school because they do not have the required basic needs in school. However, despite of this understanding, the relationship between basic needs to learners and their retention in Public Secondary Schools in Kisii County has not been adequately examined and documented accordingly. This was the essence of this study.

The school teaching staff should comply with Government of Kenya's ban on corporal punishment. Discipline is better than punishment because as Jay (2017) says, "If you

punish your child instead of disciplining him/her, you won't get the desired results". Literature review indicates that, the use of corporal punishment is usually associated with a wide range of negative behaviours. However, Wolf (2012) noted that some parents feel as if principals are their opponents and therefore do not encourage their children to listen to them. This hinders their learning and eventually may lead to indiscipline and reduced retention rate. Positive behaviour from the learners should be encouraged because principals become more interested with learners who have positive behaviour (Adamec, 2014). In view of the foregoing review, it is clear that punishments may not bring about the expected discipline levels in schools. In place of punishments, the parents have to play their role of disciplining their children while at home. This spirit will in turn spill over to schools. Though this may be the case, the relationship between punishments and the retention of students in Public Secondary Schools in Kisii County, has not been sufficiently investigated and documented. This research intends to fill this gap.

Every school has its own type of uniforms and students are expected to wear them while at school or during school official trips. Consequently, for proper identification of learners, the teachers should stress on the need for learners to wear school uniform. Kingori (2015) asserts that educators and politicians consider school uniform as a vehicle of achieving school safety and student discipline. According to the literature review, many experts believe that school uniforms do have a positive influence on the students' behaviour and general discipline in the school (Stephanie, 2016). In a research by Claudene (2013), it was reported that 90% of the students do not like wearing school uniforms. This implies that if students are given an opportunity of not wearing school uniforms, majority will go celebrating. Ordway (2017) also reported that some students and parents do not like the idea of school uniforms because they are an added cost to the parents even though they help to eliminate gang related activities. Contrary to other studies, a study by Ryan (2009), found no significant association between school uniform policies and student discipline. However, studies have been done on school uniform and student discipline, very limited studies have investigated the relationship between school uniforms and the retention of students in Public Secondary Schools in Kisii County, Kenya.

The school teaching staff (Bala, 2014) should discourage the practice of boy- girl relationships in schools. This kind of relationship is rampant among the adolescents

because this is an adjustment period for them. The adolescents may be spoiled by engaging in relationships that lead to early pregnancies, diseases and lower student retention in schools (Lynne, 2011). Aheli (2015) alludes that relationship of boy-girl nature, cause distraction to academic work of many learners and sometimes leads to school dropouts. Consequently, the principal should learn to counsel students against boy-girl relationships while in school, as this may lead to indiscipline cases. This notwithstanding, adequate studies have not been done on the relationship between boy-girl relationships and the retention of students in Public Secondary Schools in Kisii County, Kenya. This study was intended to bridge this gap.

It is the duty of the teachers to create a school climate that is theft free. Theft is a common problem in most institutions of learning. In U.S.A, a study was done on the attitudes and conduct of some 29,760 high school students by Josephson Institute, and it was reported that 30% of students admitted to have stolen from their colleagues (Koh et al., 2014). A study by Dimkov et al. (2010) showed that the level of security awareness of the learners, play a big role in stopping theft. This is grounded on the fact that other students can as well counsel their colleagues against stealing; whether in school or outside school. In Kenya, it accounts for 85% of indiscipline cases in schools (Chumbe et al., 2015). For the vice of stealing to be eliminated from schools, the principal should encourage a culture that is theft free in the school (Karkami et al., 2015). This said and done, studies on the relationship between student theft practices and retention rates of students in Public Secondary Schools in Kisii County, have not been exhaustively conducted so far.

Teachers should avail a copy of school rules and regulations to the learners in school. The rules are meant to guide the operations of learners in the school. The student leaders in a school are thus supposed to guide other students to follow the school rules and regulations to implement the school routine (Goswami, 2015). However, the principal should closely monitor the elected student leaders so that they do not exert a lot of pressure on the other students as this may lead to discontent and low the retention rate (Edward, 2016; Johor, 2014). Thus, the work of the student governing council is to provide guidance to all students in the school for easy management. It is for this reason that school rules and regulations are important to maintain (Jones, 2017). This notwithstanding, some studies have shown that students are aware of school rules and regulations but choose to violate them altogether (Kwayu, 2014). However, a study by

Koki (2015) in Kitui Central Sub-County, indicated that students were not aware of school rules and regulations; despite of the fact that each was given a copy on admission. Consequently, the student governing council should assist teachers in enforcing the school rules and adherence to school routine (Jim, 2013). The relationship between school rules and the retention of students in Public Secondary Schools in Kisii County has not been adequately carried out and documented. This study was done to investigate the relationship between school rules and retention of students in public secondary schools.

2.8 Summary of Key Research Gap

From the reviewed literature, the following research gaps were identified and executed in this study;

1. The findings from previous researches indicated that student management practices were significant in predicting student retention in schools. However, the reviewed literature did not target public secondary schools in Kisii County, Kenya.
2. There is little documented information on how the selected student management practices are related to retention in public secondary schools in Kisii County, Kenya.
3. Although documented literature indicates that student motivational practices, student safety practices, student feeding practices, student instructional practices and student discipline practices are crucial in learning and improving retention of students in schools, scanty documented evidence exist concerning these practices and retention of students in Kisii County, Kenya.
4. Due to differences in the geographical coverage, the research design, the sample size involved, data collection instruments, data analysis procedures used, time and the inconsistency of findings of the reviewed literature, the researcher found it necessary to conduct a study and fill the gap on the analysis of selected student management practices on retention in public secondary education in Kisii County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the research methodology and design. It presents the research design, research philosophy, location of the study, target population, sampling procedure and sample size, instrumentation, pilot study, validity and reliability, data collection procedure, methods of data analysis and presentation, summary of statistical tests and analyses of hypotheses as well as ethical considerations.

3.2 Research Design

A research design is a systematic plan for studying a scientific problem, which gives direction to the research study (Gorard, 2013). A correlational research design was adopted with both qualitative and quantitative approaches as a way of heightening the reliability and validity of the study (Creswell, 2014). As noted by Schoonenboom and Johnson (2017), by mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. Correlation research design was appropriate for this study because it attempts to measure the existence of a relationship between two variables without a researcher controlling either of them (Marilyn & Jim, 2013). Consequently, this design helped the researcher to obtain information that assisted in describing whether there was a positive or negative correlation between the study variables. The test was administered once and no follow up activity of the respondents was done after the study. Both qualitative and quantitative data were collected to corroborate the data.

3.2.1 Research Philosophy

The study adopted both logical positivism and constructivism philosophical paradigms. This was because the study utilized both quantitative and qualitative data. A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used (Ryan & Sfar-Gandoura, 2018). Positivism is often linked to quantitative research and mainly utilizes quantitative data. This study was based on the theoretical and methodological foundations of logical positivism. According to Ryan and Sfar-Gandoura (2018), a logical positivist researcher deduces and formulates variables, hypotheses and operationalizes definitions based on the existing theory. The researcher believes that reality is stable and can be observed and described from an

objective point of view.

3.3. Location of the Study

The study was conducted in Kisii County. The County is located to the south East of Lake Victoria. It is bordered by six counties: Narok to the South, Migori to the West, Homabay to the North West, Kisumu to the North, Bomet to the South East and Nyamira to the East (Kisii County Government, 2019). Her headquarter is located in Kisii town. The County lies in the geographical latitude of 0° 41'0" S and longitude of 34° 46'0" E (Inform Africa, 2019). It has eleven administrative sub-counties namely: Masaba South, Kisii Central, Kisii South, Gucha, Gucha South, Sameta, Kenyena, Nyamache, Marani, Etago and Kitutu Central. The County experiences highland climate, which receives rainfall almost throughout the year. However, due to its positioning within the Kisii hills, the County does not experience flooding. The main economic activities in this County include farming for both subsistence and commercial, banking, agro-based industries and hospitality. The county has 354 Public Secondary Schools.

Kisii County was selected for this study because of its persistent low retention rate of students in public secondary schools. In 2017, the retention rate was 60%, 2018 it was 67% (Table 1) and in 2019, it was 64% (Table 14). These rates are below the targeted 100% retention rate and therefore had become an issue of concern to many scholars (Nyagosia, 2010; Ogari, 2010). In addition, a report by Kisii County Government (2014) during the Kisii County Education Conference recommended for a research study to do an analysis of low retention rate of students in public secondary schools in the County. Due to concerns raised by stakeholders in Kisii County over the low student retention in public secondary schools, the researcher used these concerns in the area as a justification for the choice of the research locale. On the same note, a study by Booth et al. (2018) observed that, the ideal location for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Consequently, Kisii County was chosen because it was easily accessible by the researcher. In addition, to the best knowledge of the researcher, there was inadequacy of research study on the analysis of student motivation practices, student safety practices, student feeding practices, student instructional practices and student discipline practices on the retention in public secondary schools in Kisii County, Kenya.

In terms of distribution of Public Secondary Schools in the County, Table 5 gives a summary of the number of schools in each Sub-County in Kisii County, Kenya.

Table 5: Distribution of Public Secondary Schools in Kisii County

Sub-County	No. of Schools	Enrolment
Gucha	21	7,154
Gucha South	23	14,614
Kenyenyia	45	9,968
Sameta	21	7,825
Nyamache	48	10,776
Marani	31	8,607
Kisii Central	40	18,977
Masaba South	43	12,058
Kitutu Central	23	9,722
Etago	26	6,770
Kisii South	33	8,150
Total	354	114,621

Source: Kisii CDE's office (2018)

As shown in Table 5, the total number of Public Secondary Schools in Kisii County was 354 with an enrolment of 114,621 in 2018. Nyamache Sub-County had the highest number of schools but her student enrolment was less than that of Kisii Central. Gucha and Sameta Sub-Counties have the lowest number of schools and student enrolment.

3.4 Population of the Study

According to Mugenda and Mugenda (2003), a population is the entire group of individuals, events or objects having common observable characteristics in a given study. The population of the study is composed of the target population and accessible population. The target population of this study was all public secondary schools in Kisii County, secondary school Students, Deputy Principals, Principals and Head Cooks of Public Secondary Schools in Kisii County, Kenya. The County had 354 Public Secondary Schools with an enrolment of 114,621 students. Public secondary schools were selected for the study because they play a key role of providing a chance for a learner to complete the cycle of basic education (Asena et al., 2016). The County has

354 Deputy Principals, 354 Principals and 354 School Head Cooks. This study’s target population was therefore 115,683 as shown in Table 3. The accessible population of this study was: all Form four Students, Deputy Principals, Principals and Head Cooks of Public Secondary Schools in Kisii County.

Form Four students were used in the study because they had stayed in the school long enough and therefore had the required information about the Student Management Practices that may have retained them in the school all through the four years. Deputy Principals and Principals were selected because they are the custodians of admission records and therefore better placed to explain the retention rate in their schools. They are also in-charge of student management practices in their respective schools and therefore are able to explain the relationship between these practices and retention of students. Lastly, the School Head Cooks were used to provide information on student feeding practices in the school. However, even though this study dealt with student safety issues in schools, school security personnel were not involved because most day schools do not have day watchmen who could have provided the required information on security matters. Consequently, the researcher used students and principals to get information on student safety practices in schools. Table 6 provides the target population for this study.

Table 6: Target Population

Category	Population
Principals	354
Deputy Principals	354
Students	114,621
Head cooks	354
Total	115,683

Source: Kisii CDE’S Office, (2018)

3.5 Sampling Procedure and Sample Size

A representative sample for this study was selected using multi-stage sampling technique. Multi-stage sampling was applied because this study had different units of study such as public secondary schools, Principals, Deputy Principals, Head cooks and students from where samples were drawn. The sampling frame was a list of schools in

the County Director of Education's office in Kisii.

3.5.1 Sampling Procedures

Gay (1996) maintains that in survey studies, when the population is big, 10% of the population is enough to form a sample. Since the number of Public Secondary Schools in the County was 354, the researcher used 10% of these schools as the sample size for schools. Thereafter, the researcher applied multi-stage sampling techniques whereby, proportionate sampling was applied to get the sample size of schools for the study from each Sub-County of Kisii County. In each Sub-County, schools were sampled using simple random sampling technique using the list of schools from the County Education Office. Thereafter, the researcher used a computer program to generate random numbers for the schools as recommended by Ashley (2018).

Purposive sampling technique was also applied, whereby the researcher used only form four students. At the school level, the researcher applied stratified sampling technique by dividing the form four classes into two groups based on gender. Each of the two groups was then subjected to simple random sampling in order to pick an equal number of participants. The lottery technique was applied to pick the required number of students in each school. Census sampling was applied on the Principals, Deputy Principals and Head Cooks of sampled Public Secondary Schools in Kisii County, Kenya.

3.5.2 Sample Size

Out of the 354 public secondary school in Kisii County, the researcher used 10% of these schools as the study sample (Gay, 1996). This gave a sample size of 35 schools for the study. Based on Krejcie and Morgan's (1970) table of determining sample size for a given population of 114,621 students, a sample size of at least 384 respondents would be needed to represent a cross-section of the population. This meant that each of the 35 public secondary schools sampled for the study could give 11 students for the study. However, since 11 is an odd number and for purposes of equal representation of boys and girls from each school, the researcher used 12 students from each of the 35 sampled public secondary school. Therefore, a sample of 420 students was used for the study. In order to find out if this sample size of 420 students was sufficient, Cochran (1977) formula was used for purposes of verification. Cochran formula was appropriate for this study because the target population of the study was too large. The formula is

given as;

$$n_o = \frac{z^2 pq}{e^2}$$

Whereby; n_o is the sample size, z is abscissa of the normal curve that cuts off an area at the tails, p is the estimated proportion of an attribute present in the population, q is $1-p$ and e is the desired level of precision. In this study, $p=0.5$ (Maximum variability), $q=1-0.5$, desired confidence level= 95% and level of precision= $\pm 5\%$. Using the above formula, with the desired confidence level of 95% and precision level of ± 5 the sample size for this study is given as at least 384 respondents. This is in agreement with Krejcie and Morgan (1970), whose table for sample sizes, indicate at least 384 respondents for large populations of study. Therefore, a sample size of 420 students was sufficient for this study.

To get the sample size of schools from each sub-county, proportionate sampling was used such that each sub-county was proportionately represented in the study. At the sub-county level, simple random sampling was done to sample schools for the study. Form Four class was purposively selected for the study and stratified and simple random sampling techniques were applied to select the needed 12 students from each school. For Principals, Deputy Principals and Head Cooks of sampled schools, the researcher applied census method. Consequently, this study involved 525 respondents composed of 420 Students, 35 School Head Cooks, 35 Deputy Principals and 35 Principals of Public Secondary Schools in Kisii County, Kenya. The sample sizes for this study are summarized in Table 7.

Table 7: Sample Sizes

Category	Population	Sample	Criteria
Schools	354	35	10% of the schools
Principals	354	35	Census
Deputy Principals	354	35	Census
Head Cooks	354	35	Census
National Schools	2	0	No National school was involved
Extra County Schools	26	3	10% of the Extra County Schools
County Schools	42	4	10% of County Schools
Sub-County Schools	284	28	10% of Sub-County Schools
Students	114,621	420	Krejcie and Morgan Table of sample sizes (1970)

As shown in Table 7, out of the 354 Public Secondary Schools in Kisii County, the researcher used 10% of the schools in each category as the sample for the study. This was due to the fact that Gay (1996) recommends the use of 10% sample size as an appropriate sample when the population is too big. Going by this criteria, no national school was sampled for the study. For the Principals, Deputy Principals and Head Cooks, census sampling was applied. For the students, the researcher used Cochran formula and Krejcie and Morgan Table of sample sizes. In order to get the number of schools to be involved as the sample from each Sub-County, proportionate sampling technique was applied. Table 8 shows the number of sample size of schools from each Sub-County in Kisii County.

Table 8: Number of Schools Sampled from Each Sub-County

Sub-County	Number of Schools	Proportionate Sample (10%)
Gucha	21	2
Gucha South	23	2
Kenyenyia	45	5
Sameta	21	2
Nyamache	48	5
Marani	31	3
Kisii Central	40	4
Masaba South	44	4
Kitutu Central	22	2
Etago	26	3
Kisii South	33	3
Total	354	35

From Table 8, each Sub-County was involved in the study. The number of schools involved from each Sub-County was calculated using proportionate sampling technique whereby the number was calculated as a proportion of the total number of Public Secondary Schools in Kisii County. Thereafter, simple random sampling technique was applied to select the required number of sample schools for the study from each Sub-County, based on the proportionate number shown in Table 8.

3.6 Instrumentation

The study involved the use of two questionnaires, two interview schedules and document analysis as tools for data collection. These tools were appropriate for this study because according to Kathuri and Pals (1993), most techniques for measuring social and psychological aspects of environment rely on questionnaires and interviews. Therefore, in order to examine the research objectives, two questionnaires; for Students, Deputy Principals, and two interview schedules; for the Principals and Head Cooks were designed by the researcher. As Mugenda and Mugenda (2003) observed, the use of a questionnaire is a popular method for data collection in education. This is because it is cost effective, easy to construct and administer especially to large samples of study. In addition, as noted by Dubois (2016), questionnaires give relatively objective data, endear themselves well to the survey research design and are time saving. Each

questionnaire had two sections; A and B.

In the questionnaire for Students, Section A sought to collect background information with regard to the respondents of this study. Such information included demographic and general data such as the age of the respondents, gender, and length of study in the current school, category and the size of the school. The main aim of this information was to help the researcher get the characteristics of the respondents. This helped the researcher to understand fully the respondents involved in the study. Section B collected information about student motivation practices, student safety practices and student feeding practices. This section helped the researcher to get information on the level of Student Management Practices with regard to motivation, safety and feeding practices in the school.

With regard to the questionnaire for Deputy Principals, Section A sought to collect background information of the respondents. Such information included; gender, age, academic qualification, work experience, length of service in the current school as a Deputy Principal, category and the size of the school. This was meant to help the researcher understand the respondents involved in the study. Section B collected information on Student Management Practices involving student instructional and discipline practices in the school.

The researcher also developed two interview schedules for the School Head Cooks and the Principals of Public Secondary Schools in Kisii County. According to Kothari (2009), an interview schedule is an oral administration of pre-coded questions that involve a face-to-face interaction or interview of the respondent. An interview schedule is appropriate in research studies because it provides a quick, cheap and easy qualitative data, which is high in reliability and intensive in investigation. Just like the questionnaires, the interview schedules had sections A and B. Section collected background information of the respondents. Section B collected information on Student Management Practices.

In order to corroborate the information from the questionnaires and interview schedules, document analysis was done using admission and class registers to get the information on student retention in the various schools under study. The information required from these records was all about the number of students who joined the school

in the year 2016 in Form 1 and have successfully proceeded to Form 4 in 2019. The same procedure was followed to establish the number of students admitted in the school in form one in 2017 and 2018 and are in form three and form two respectively in the same school. The form one class registers for 2016, 2017 and 2018 were used to ascertain if those students were in form four, three and two respectively in 2019. This was necessary because it helped the researcher to calculate the retention rate of students in each Public Secondary School that was involved in the study.

The rating scale used in the questionnaires was the Likert scale of the range 1-4. The scale is a 4 point because the researcher did not intend to use the neutral rate or fence sitters who do not add any value to the data collected. Therefore, this scale represented responses ranging from; 1=strongly disagree (SD), 2=disagree (D), 3=agree (A) and 4=strongly agree (SA) in the questionnaires. The ratings were used to measure the level at which the respondents agreed with a given Student Management Practice in the school. Ellen (2017b) recommends the use of Likert scale in cross-sectional survey studies because it helps to convert the cross-sectional data of the study into time series data, hence permitting the data to be subjected to statistical computations. In the interview schedules, respondents were asked to relate the student practice with retention of students in the schools.

3.6.1 Validity of the Instruments

Validity refers to the quality that a procedure or an instrument used in research is accurate, correct, true, meaningful, and measures what it is intended to measure (Heale & Twycross, 2015). Thus, whatever is used to collect data from the field should be validated in order to collect the required data in a given study. According to Idehen and Oshodin (2008), validation of the research instruments has to be done in order to enable the collection of valid information for making valid argument, findings and report. Validation also ensures that the instruments have the required content validity. According to Heale and Twycross (2015), content validity refers to the degree to which data collected using a particular instrument, represents a specific domain of indicators or content of a particular concept. Vahid et al. (2015) contend that validation of research instruments should be done with the help of experts in the area under consideration. Consequently, in this study, validation of the research instruments was done with the assistance of the supervisors who were experts in the area under study.

Among the many other things that the supervisors considered, was the assessment of what concepts the instruments were trying to measure, determination of whether the set of items or checklist accurately represented the concepts under study, ensuring that the research questionnaire items were well related to the objectives of the study as well as ensuring that all items solicited the expected outcomes. Other concerns that were taken into account included; checking whether the items in the questionnaires were phrased in a way that can easily be understood by the respondents, whether the instructions were clear and adequate and lastly whether the number of items in each sub-theme or section were adequate.

In order to deal with threats to validity, the researcher applied the use of experts, triangulation in data collection, proper sampling and use of an appropriate research design. Controlling threats to validity was necessary in order to have valid research findings that can be generalizable. According to Chong-ho and Barbara (2018), the control of threats to validity enhances the generalizability of the research findings. Since the researcher controlled threats to validity using experts, triangulation, proper sampling procedures and appropriate design, the research findings can be considered generalizable.

3.6.2 Pilot Study

According to Musil (2011), a pilot study is a small-scale study conducted in advance of a planned study, specifically to test aspects of the research design and instruments to allow necessary adjustments to be made before final commitment to the study. Therefore, before applying the instruments of data collection in the field, the researcher did a pilot study in public Secondary Schools in Nyamira County. The pilot test was done in Nyamira County due to the fact that, this County was curved off from Kisii County and therefore it mirrors Kisii County in several aspects. In identifying an appropriate sample for a pilot test, Connelly (2008) asserts that, extant literature suggests that a pilot study sample should be 10% of the sample projected for the main study. Consequently, for this study, the researcher used 10% of the sample size (35 schools) for pilot testing. This involved 4 Public Secondary Schools with 60 respondents composed of 4 Principals, 4 Deputy Principals, 4 Head Cooks and 48 students. The 4 schools for the pilot test were sampled using simple random sampling technique.

Before visiting the schools sampled for the pilot study, the researcher made appointments with the school principals for permission to conduct the research in their schools. On the agreed dates, the researcher with the assistance of 4 research assistants visited the schools and administered the questionnaires and interview schedules and picked them on the same day. These four research assistants were picked by the researcher from among the researcher's colleagues in high school teaching staff. The researcher trained them on issues of ethical considerations in research and data collection. The training was necessary to ensure adherence to ethical considerations in research and proper handling of data collection procedures. The questionnaires for Deputy Principals were given to them while those for students were given to 12 form 4 students in the school to read and answer the questions accordingly. The 12 form 4 students were selected using stratified and simple random sampling techniques. The researcher or the research assistants filled the interview schedules for the Principals and Head Cook by taking notes from the respondents.

Document analysis was done by perusing through the student enrolment records such as the students' admission register and the class attendance registers in the school. This was done to get records that enabled the researcher to calculate the retention rate of students in the school. The basic purpose of the pilot test was to identify flaws in the research instruments and make adjustments to improve them before applying them in the final study. Consequently, from the responses of the respondents, deficiencies noted in the research instruments such as; unclear phrases and unnecessary items were detected and rectified. Comments and suggestions made by the respondents during the pretesting were also considered and incorporated in the research instruments to make it more accurate and respondent friendly. The duration for data collection was also determined and adjusted accordingly as recommended by Shrestha (2015).

After pilot testing, the instruments were subjected to statistical analysis to determine their reliability before engaging them in the actual data collection. The pilot data analysis was done with the aid of a software in a computer program with the statistical package for social sciences (SPSS) version 25. From the analysis of the pilot study data, it emerged that all the five student management practices were in practice in the various public secondary schools in the region and therefore were applicable for this study. It was also observed that most schools were day schools though some had a section for the boarding and provision of lunch to all learners in the school.

3.6.3 Reliability of the instruments

Reliability has been defined in various ways by different scholars such as Gall et al. (2003) who have defined it as the consistency of results from a test while Gay (1996) defined it as the degree to which a particular measuring instrument gives similar results over a number of repeated trials. In essence, therefore, reliability is the extent to which a test is repeatable and yields consistent scores. Reliability was tested using split-half technique and Spearman-Brown prophecy formula as shown below;

$$r_c = \frac{2r}{1+r}$$

Whereby; r_c = Reliability co-efficient of the whole test; r =Pearson correlation of scores in the two halves. A coefficient of 0.8 in the students' questionnaire was obtained. The same coefficient of 0.8 was also obtained in the Deputy Principals' questionnaires. This was considered appropriate for this study because Mohajan (2017) recommends a reliability of 0.7 and above as a strong reliability. Split-half method was appropriate for this study because of using Likert scale, which did not have one correct answer (Goforth, 2015). Further still Split-half method is very good in measuring the extent to which all items in the questionnaire with multiple Likert scale questions, contribute equally in the test.

3.6.4 Validity and Reliability in Qualitative Research

Qualitative data of this study was obtained from interview schedules for Principals and Head Cooks. In order for the research findings from a qualitative research to be utilized in practice, it is necessary for the researcher to ensure quality of the research in terms of validity and reliability. For Noble and Smith (2015), validity in qualitative research refers to the precision in which the findings of the study accurately reflect the required data. Reliability on the other hand, refers to the consistency of the analytical procedures, which include accounting for personal, and research method biases that may have influenced the findings. In qualitative research, researchers aim to design and incorporate methodological strategies to ensure the trustworthiness of the research findings (Long & Johnson, 2000).

According to Kigenyi et al. (2017), in order to validate the interview schedule, the researcher has to explain meanings of the questions to the respondents to eliminate any

ambiguity in the interview questions. In addition, the researcher should do in-depth information search by probing the respondents with appropriate prompts of interesting points or areas where information is difficult to obtain (Kigenyi et al., 2017). According to Birt et al. (2016), in order to validate an interview schedule, the researcher should do respondent validation or simply member checking. This involves inviting the respondents or the interviewees to comment on the interview content as to whether the final themes and concepts created, adequately reflect the phenomena under investigation.

Andrew and Krippendorff (2007) maintain that, conclusions from content analysis of data can only be trusted after demonstrating their reliability. Thus, calculating reliability in qualitative research is important because it determines the extent to which the research procedures produced consistent and dependable results. In order to measure the reliability of the content analysis, the study used Krippendorff's alpha reliability estimate as suggested by Gwet (2015). Krippendorff's alpha was appropriate for this study because it is a standard measure of reliability in qualitative studies. This alpha coefficient is used as measure of agreements achieved when coding a set of units of analysis in terms of themes of the study. The coefficient lies between zero and one. When Krippendorff's alpha coefficient is equal to 1, the reliability is said to be perfect. When the coefficient is equal to zero, this indicates absence of reliability.

In calculating Krippendorff's alpha coefficient, the study used computer software (ATLAS.ti) that is available for the purposes of calculating the coefficient. The use of Krippendorff's alpha coefficient was also appropriate for this study because it is general and can be used regardless of the number of observers, level of measurements, sample sizes and presence or absence of missing data (Sutton & Austin, 2015). In addition, as affirmed by Gwet (2015), the calculation of reliability using Krippendorff's alpha coefficient is appropriate in qualitative studies because the estimate is compatible with content analysis. The following formula was used in calculating Krippendorff's alpha;

$$a = \frac{Pa - Pe}{1 - Pe}$$

Whereby; Pa is the weighted percentage of agreement and Pe is the weighted percentage chance agreement.

3.7 Data Collection Procedure

After successfully making a defense of the research proposal, the researcher sought for a letter of reference from the Institute of Post Graduate Studies of Kabarak University. Thereafter, the researcher proceeded for a research permit from the department of National Commission for Science, Technology and Innovation (NACOSTI). On getting the research permit, the researcher sought permission from the County Commissioner and County Director of Education in Kisii County to collect data from Public Secondary Schools in Kisii County. Upon approval, the researcher made appointments with four Principals of the selected Public Secondary Schools in Nyamira County for pilot testing of the research instruments. On the agreed date, the researcher and the research assistants visited the schools and administered the research instruments to the sample population selected using simple random sampling technique. The analysis of pilot test data and instruments was done before embarking on the actual data collection.

After ascertaining that the research instruments were reliable for data collection, the researcher made arrangements with the Principals of public secondary schools selected for the study in Kisii County. Upon agreement on the dates of data collection, the researcher and the research assistants visited the schools in Kisii County and administered the instruments in person. The researcher and the research assistants explained the items, which seemed challenging to the respondents' understanding for better responses. The instruments were administered and collected immediately after filling. Information on student retention was collected from secondary sources of data, namely school records on enrolment in the custody of the school principals. An interview schedule was administered to the School principal and the head cook of each of the sampled schools to solicit the required information for this study.

3.8 Data Analysis

Both qualitative and quantitative techniques were applied in analysing the data collected. In qualitative analysis, the information from the interview schedules was analysed using content or thematic analysis techniques as suggested by Clarke and Braun (2013), Moira, and Brid (2017). For purposes of content analysis, the researcher developed themes from the collected qualitative data touching on the selected student management practices and retention in Public Secondary Schools in Kisii County, Kenya. Five themes based on the research objectives were developed from the interview schedules and were analysed through thematic content analysis. Content analysis of

data assisted in categorizing verbal data in order to classify, summarize and tabulate the information.

In quantitative analysis, both descriptive and inferential statistics were computed after sorting, cleaning, coding and analysing the data collected by use of questionnaires and document analysis. Data cleaning was necessary in order to detect and remove errors and inconsistency in data collected. Data coding was done by assigning numbers in a codebook for easy reference and analysis. Descriptive statistics in the form of frequencies, percentages, means and standard deviations were computed to determine the questionnaire response rate and the rate at which a given student management practice was carried out in the schools. This helped in generating reports for further statistical analysis. In inferential statistics, before using parametric tests, an assessment of the normality of data as a pre-requisite for parametric tests was done. Parametric tests are preferred to non-parametric tests because parametric tests are powerful in data analysis (Mishra et al., 2019).

The normality test of data was done by the use of Shapiro-Wilk test. This was done to determine if the set of data for each of the independent variable was well modelled by a normal distribution. The p-value for each of the independent variable was more than the level of significance of the study ($p > 0.05$) and therefore, the data was normally distributed, guaranteeing the use of parametric tests. Consequently, Pearson's Product Moment Correlation Coefficients (PPMCC) and Regression coefficients were computed. As Chee (2015) asserts, Pearson's Product Moment Correlation coefficient measures the strength, direction and probability of the linear relationship between each of the student management practices and retention. According to Schober et al. (2018), a Pearson Correlation coefficient of between 0 to 0.29 is negligible, 0.1 to 0.39 is weak, 0.4 to 0.69 is moderate, 0.7 to 0.89 is strong and 0.9 to 1 is very strong. In order to ascertain whether the correlation coefficient obtained was statistically significant, the p-value was compared with the significance level (0.05). Whenever the p-value was less than the level of significance, the correlation coefficient was said to be statistically significant. This could imply existence of a significant relationship between the two variables under consideration.

Regression analysis was done to model the correlation between retention and each of the independent variables to determine the predictive capacity of each of the student

management practices on the student retention. As noted by Williams et al. (2013) the assumptions of multiple regression should be put into consideration. The assumptions include; existence of a linear relationship between the independent and dependent variables, normal distribution of residuals, independent variables are not highly correlated; there should be at least two independent variables and homoscedasticity of the variables. From the regression analysis, a coefficient of determination was calculated to determine the proportion of variations in student retention that were explained by variations in student motivation, safety, feeding, instruction and discipline practices. In doing this regression analysis, the following regression model was used;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$$

Where;

Y= Dependent variable (Retention of students)

β_0 = Constant (Y Intercept)

β_1 — β_5 = Model parameters (regression coefficient or change in Y)

X1= Student motivation practices

X2= Student safety practices

X3= Student feeding practices

X4= Instructional practices

X5= school discipline practices

ε = Stochastic term (Error term)

The Data analysis was done with the aid of a software in a computer program with the statistical package for social sciences (SPSS) version 25. The findings of the study were presented using tables, pie-charts, bar graphs and in textual forms. A summary of statistical tests and analyses of hypotheses of the study is given in Table 9.

Table 9: Summary of Statistical Tests and Analyses of Hypotheses

No	Hypotheses	Independent Variables	Dependent Variable	Statistical Test
1.	There is no statistically significant relationship between student motivation practices and retention of Students in Public Secondary Schools in Kisii County, Kenya	Student Motivation Practices.	Student Retention	Frequencies, Percentages, Means, Standard Deviations, PPMCC and Regression coefficients
2.	There is no statistically significant relationship between student safety practices and retention of Students in Public Secondary Schools in Kisii County, Kenya.	Student Safety Practices.	Student Retention	Frequencies, Percentages, Means, Standard Deviations, PPMCC and Regression coefficient
3.	There is no statistically significant relationship between student feeding practices on the retention and Students in Public Secondary Schools in Kisii County, Kenya.	Student Feeding Practices.	student Retention	Frequencies, Percentages, Means, Standard Deviations, PPMCC and Regression coefficients
4.	There is no statistically significant relationship between instructional practices and retention of Students in Public Secondary schools in Kisii County, Kenya.	Instructional Practices.	student Retention	Frequencies, Percentages, Means, Standard Deviations, PPMCC and Regression coefficients
5.	There is no statistically significant relationship between student discipline practices and the retention of Students in Public Secondary Schools in Kisii County, Kenya.	Student Discipline Practices.	Student Retention	Frequencies, Percentages, Means, Standard Deviations, PPMCC and Regression coefficients

3.9 Ethical Considerations

Ethics has been defined as that branch of philosophy, which deals with one's conduct and serves as a guide to one's behaviour (Mugenda and Mugenda, 2003). Ethical considerations for this study were threefold. The first consideration was in the process of conducting the study. In this consideration, all the required permissions to conduct the research were sought from the relevant authorities. Secondly, the other consideration was in respect of the respondents. In this case, all respondents were assured of confidentiality, privacy and anonymity. The researcher also ensured that there was no physical and psychological harm to the respondents in any way. In addition, the researcher sought for voluntary and informed consent of all the respondents as suggested by Mugenda (2011). For the students, consent was sought from the School Principal.

The third aspect of ethical consideration was with regard to the researcher. The researcher ensured that issues dealing with plagiarism and fraud were completely avoided. All aspects of the research study were thoroughly examined before drawing conclusions. In addition, upon completion of the study, the researcher had to make available the study findings for the interested party. With regard to ensuring ethical behaviour in relation to the data collected through the interview schedule, the researcher sought for the informed consent of the interviewee and laid down the procedures to be used in the interview. The interviewees were also assured of anonymity and confidentiality. As Halej (2017) recommends, all stages of research design and data collection, cleaning, coding and analysis were appropriately documented.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, presentation of research instruments' return rate, demographic information of the respondents, interpretation and discussion of the study findings. The data presented covers respondents' demographic data that includes gender, age, academic qualification, working experience, length of service in the workstation, category of secondary schools and schools' size in terms of number of streams. The study respondents included the Principals, Deputy Principals, Head Cooks and Form four students. Both quantitative and qualitative techniques of data analysis were used. The findings of the study, interpretations and discussions were based on the to the following research objectives:

- i. To investigate the relationship between student motivation practices and retention of students in Public Secondary Schools in Kisii County, Kenya.
- ii. To determine the relationships between student safety practices and retention of students in Public Secondary Schools in Kisii County, Kenya.
- iii. To examine the relationship between student feeding practices and retention of students in Public Secondary Schools in Kisii County, Kenya
- iv. To investigate the relationship between instructional practices and retention of students in Public Secondary Schools in Kisii County, Kenya.
- v. To find out the relationship between student discipline practices and retention of students in Public Secondary Schools in Kisii County, Kenya.

4.2 General and Demographic Information

The study sought to establish the general and demographic information of the respondents who participated in this study in order to understand them fully in relation to the study variables. In general information, the researcher sought to know the questionnaire and interview schedule response rate as well as the background information of all the respondents.

4.2.1 General Information

Under general information, the researcher sought to establish the return rate for the research instrument from the respondents. According to Kothari (2004), instrument

return rate refers to the proportion of the research instruments that were fully filled up and returned back to the researcher after they have been administered to the respondents. The study targeted a total sample size of 525 respondents who consisted of 35 Principals, 35 Deputy Principals, 35 Head Cooks and 420 Students. Table 10 shows the response rate for the questionnaires.

Table 10: Respondents' Response Rate

Respondents	Sample Size	Response	Response Rate
Principals	35	32	91.43%
Deputy Principals	35	32	91.43%
Head cooks	35	33	94.29%
Students	420	369	87.86%

Out of the 35 intended interviews for the Principals, only 32 interviews were successfully done, yielding a response rate of 91.43%. The 3 interviews for the Principals were not done due to non-availability of the concerned Principals in the school. From the Deputy Principals, 32 complete questionnaires were received giving a response rate of 91.43%. Three Deputy Principals did not return their questionnaires. Among the Head Cooks, 33 out of 35 interviews were successfully done translating to a response rate of 94.29%. From the 420 students who were supplied with questionnaires, only 369 completed the questionnaires leading to a response rate of 87.86%. The response rates were high in all the study instruments because they were administered and collected the same day. All these response rates were considered good for this study because Kothari (2009) recommends a 60% rate as sufficient while Mugenda and Mugenda (2003) recommend a return rate of 50% as adequate for analysis and reporting. Therefore the information provided in the research instruments enhanced sample representation for meaningful generalization.

4.2.2. Demographic Information

For the researcher to find out the relationship between selected student management practices and retention of students in public secondary school in Kisii County, Kenya, it was considered important to establish the demographic information of the respondents, which included: gender, age bracket, highest level of education, working experience and length of service in the current secondary school. The main objective for the consideration of personal information from the respondents was to acknowledge

the different characteristics of the respondents who participated in this study and assess their ability to give reliable information. Fer (2012) asserts that, although demographic variables cannot be manipulated, researchers can explain relationships between them and the variables of the study.

4.2.3 Gender of the Respondents

The study sought to establish the gender of the respondents. The responses are shown in Table 11

Table 11: Distribution of Respondents by Gender

Gender	Principals		Deputy principals		Head cooks		Students	
	Frequ ency	Percent (%)	Frequen cy	Percent (%)	Frequ ency	Percent (%)	Frequency	Percent (%)
Male	26	81.25%	24	75%	29	87.88%	161	43.63%
Female	6	18.75%	8	25%	4	12.12%	208	56.37%
Total	32	100	32	100	33	100	369	100

From the research findings in Table 11, it is very clear that the male Head Cooks were the majority respondents with 87.88% while female Head Cooks comprised of only 12.12%. Among the students, female students were the majority with 56.37% while the male Students comprised of only 43.63% of the respondents. Gender disparity in favour of female students can be attributed to the fact that the girl-child education has been re-emphasized over the years leading to reduction of cultural norms such as early marriages and female genital mutilation. This gender disparity calls for an affirmative action to ensure that the welfare of both genders is looked upon with the same strength

In the Principals category, majority of the respondents were male Principals comprising of 81.25% while only 18.75% were female Principals. The same trend applied to Deputy Principals where majority of the respondents; 75% were male Deputy Principals while the female counterparts comprised of only 25%. The findings of this study showed that there were more male Principals, Deputy Principals and Head Cooks than their female counterparts. This shows that the concerned authorities in school leadership appointments do not consider gender balance when placing people in leadership positions (Coleman, 2003). This was inconsistent with the Kenya National Policy of Gender Mainstreaming and Empowerment of women (Frosina & Mwaura,

2016). Also as noted by DRYDEN (2011), the presence of female gender plays a role in school system by creating a secure environment for girls thus giving reason why gender mainstreaming is necessary in places of work.

4.2.4 Age Bracket of the Respondents

The study investigated the age bracket of the Principals, Deputy Principals, Head Cooks and the Students. Table 12 shows a presentation of the data obtained on the respondents' age bracket.

Table 12: Distribution of the Respondents by their Age Brackets

Age (Years)	Principals		Deputy principals		Head cooks		Students	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
15-16	-	-	-	-	-	-	17	4.83%
17-18	-	-	-	-	-	-	352	95.17%
19-34	-	-	-	-	21	63.64%	-	-
35-45	14	43.75%	30	93.75%	10	30.30%	-	-
> 45	18	56.25%	2	6.25%	2	6.06%	-	-
Total	32	100	32	100	33	100	369	100

The demographic attribute of age is very important through linkage with personal experiences. Age may influence attitudes and perceptions, which can substantially be different across cohorts of age sets (Rughinis, 2015). Table 9 shows that 56.25% of Principals were above 45 years of age while 43.75% were within 35-45 years. This implies that they were mature, experienced enough and information rich on the thematic issues of the study. Majority of the Deputy Principals comprising of 93.75% were within the age bracket of 35-45 years of age while only 6.25% were above 45 years. Among the Head Cooks, 63.64% of the respondents were less than 35 years of age, 30.30% were within 35-45 age bracket and only 6.06% were having more than 45 years of age.

On the side of the students, majority of them comprising of 95.17% were within 17-18 years of age while 4.83% were within the age bracket of 15-16 years. According to Basic Education Act (2013), a student in form four is supposed to be 16 years of age, having started class one at the age of 6 years. Since majority of students were in the age bracket of 17-18 years, it can be concluded that there is wastage in the education cycle since such students should have joined Universities or tertiary institutions of learning. However, for purposes of this study, there was enough evidence that the Principals, Deputy Principals, Head Cooks and the Students involved in the study were mature enough to respond to the questions touching on the relationship between the selected student management practices and retention in public secondary schools in Kisii County.

4.2.5 Respondents' Highest Level of Academic Qualification

The study further investigated the highest level of academic qualifications of the Principals, Deputy Principals and Head Cooks with the aim of determining their levels of school's management leadership, teaching competency and job performance for Head Cooks. Academic qualifications of the respondents was also a pointer to investigate if the Principals, Deputy Principals and Head Cooks were educated enough to understand the Management Practices influencing Students' retention in Public Secondary Schools in Kisii County. Table 13 shows data obtained on the highest academic qualifications of the Principals, Deputy Principals and the Head Cooks.

Table 13: Highest Academic Level of Qualification of Respondents

Education level	Principals		Deputy principals		Head cooks	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Form4Certificate	-	-	-	-	25	75.76%
Diploma	1	3.12%	-	-	6	18.18%
Bachelors'	23	71.88%	28	87.5%	-	-
Masters	8	25.00%	4	12.5%	-	-
Others (specify)	-	-	-	-	None1	3.03%
					Class eight	3.03%
					1	
Total	32	100	32	100	33	100

Table 13 shows that Head Cooks with basic form four certificate of education comprised of 75.76%. Head Cooks with diploma certificates were only 18.18%. Those who had only class eight certificate of education were 3.03% while those with no certificate at all were also 3.03%. Assessing the education level of the school Head Cook was necessary to ascertain if they had the necessary skills to follow simple written instructions. Such simple skills are necessary to help the school Head Cook in keeping good record of what has been consumed by the institutional members to avoid pilferages of school foodstuffs. This is in line with a study done by Akabanda, et al. (2017) on food safety knowledge, attitude and practices of institutional food handlers in Ghana.

From Table 13, it is shown that 3.12% of the Principals had diploma as their highest level of education. No Deputy Principal was recorded to have had a diploma in education. Noted also was the fact that, 71.88% of the Principals and 87.5% of the Deputy Principals had bachelors' degree as their highest level of education. In the Masters' degree category, only 25% of the Principals and 12.5% of the Deputy Principals had Masters' degree as their highest level of academic qualifications. The high number of Principals and Deputy Principals with bachelors' degree indicated laxity among the Principals and Deputy Principals to progress academically. This may influence negatively on school management leading to low student retention in schools as noted by Gichohi (2014).

Njue (2014) concurred that academic qualification of the Principal and Deputy Principals has a positive influence on the quality of educational services delivered in a school thus affecting the retention of students. Education attained was also a determinant in showing that Principals, Deputy Principals and Head Cooks understood the management practices influencing students' retention in public secondary schools in Kisii County.

4.2.6 Working Experience of the Respondents

The working experience of the Principals, Deputy Principals and Head Cooks was also investigated during the study. The findings are shown in Table 14.

Table 14: Working Experience of the Respondents

Work experience (Years)	Principals		Deputy principals		Head cooks	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
5 and below	3	9.37%	2	6.25%	5	15.15%
6 – 20 years	10	31.25%	5	15.63%	26	78.79%
Above 20 years	19	59.38%	25	78.12%	2	6.06%
Total	32	100	32	100	33	100

The findings indicated that 9.37% of the Principals and 6.25% of the Deputy Principals had a working experience of 5 years and below. However, those within 6-20 years of work experience were 31.25% of the Principals and 15.63% of the Deputy Principals. However, majority of the Principals comprising of 59.38% and Deputy Principals comprising of 78.12% had worked for over 20 years. On the side of the Head Cooks, 78.79% had worked for between 6 and 20 years. 15.15% of the Head Cooks had worked for five years and below while only 6.06% had worked for over 20 years. This shows that the Principals, Deputy Principals and Head Cooks had enough experience to give reliable data on the Student Management Practices influencing Students' retention in Public Secondary Schools in Kisii County. This is in line with Brown and Duguid (2003) whose findings showed that, highly experienced personnel enhance production of high quality outcomes.

4.2.7 Length of Service in the Current School

The length of time spent in an institution leads to the development of understanding and experiences. This study sought to establish the length of stay in the current station for Principals, Deputy Principals and Head Cooks with the aim of establishing variances in Student Management Practices influencing Students' retention in Public Secondary Schools in Kisii County. The findings are presented in Table 15.

Table 15: Length of Service in the Current School

Length of stay (Years)	Principals		Deputy principals		Head cooks	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
5 and below	15	46.88%	17	53.13%	4	12.12%
6 – 20 years	12	37.50%	12	37.5%	26	78.78%
Over 20 years	5	15.62%	3	9.37%	3	9.09%
Total	32	100	32	100	33	100

According to the findings, majority of the principals comprising of 46.88% and Deputy Principals comprising of 53.13% had a length of service of between 5 years and below in their current schools. For the Head Cooks, this cohort comprised of only 12.12%. Principals and Deputy Principals with between 6 and 20 years of service in their current schools comprised of 37.50% and 37.5% respectively. With the Head Cooks, the percentage in this bracket of years was 78.78%. This big percentage may have been due to the fact that, school cooks are not transferable from one school to another except in cases of retirement. Those with over 20 years of service in their current schools included 15.62 % of Principals, 9.37% of Deputy Principal and 9.09% of Head Cooks. This shows that, the Principals, Deputy Principals and Head Cooks who were involved in this study, were experienced and can be relied upon to make accurate conclusions about the relationship between of Student Management Practices and Students' retention in Public Secondary Schools in Kisii County, Kenya.

4.2.8 Students' Length of Study in the Current School

The length of students' study in the current school was also investigated to know the trend in the school admissions of students. In addition, the length of study in the school was crucial, as the students were able to state the practices that had maintained them in school to the time of the study. The information obtained from the students was summarized in a pie chart shown in Figure 2.

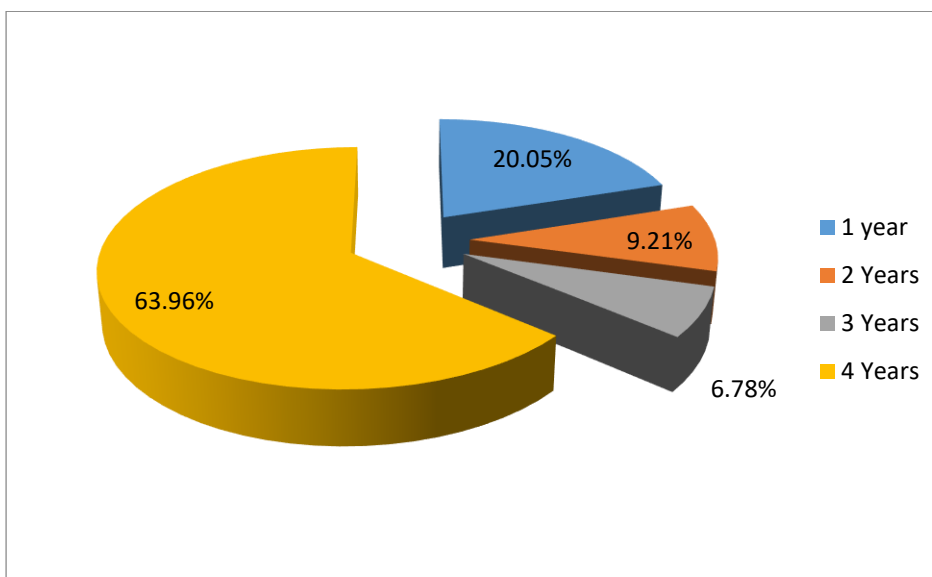


Figure 2: Students' length of study in the current school.

From Figure 2, it is very clear that majority of the students (63.96%) involved in this study, had been in their current school for four years. A minority of 6.78% of the students had been in their current schools for three years, 9.21% for two years and a further 20.05% for only one year. This implied that schools in the County keep on admitting students even into form four in order to compensate for those students who may have dropped out to keep up with enrolment status. Nonetheless, since the majority of the student respondents had been in their schools long enough, their responses were deemed concrete enough to explain the relationship between the student motivation, safety, feeding, instruction and discipline practices and their retention in the schools. As Glewwe and Martin, (2014) noted, high student retention rate enables the respective schools to earn good reputation due to successful student completion rates. Khan (2014) posits that high student retention rate implies that the student is able to complete a full course of study in secondary education.

4.2.9 Category of Public Secondary Schools Involved in the Study

For the study to examine the Student Management Practices influencing Student retention in Public Secondary Schools in Kisii County, it was necessary to know the category of the Public Secondary Schools involved in this study. The responses from the Principals who were interviewed and the questionnaires which were administered to Deputy Principals and the Students were tabulated in Table 16.

Table 16: Category of Public Secondary Schools Involved in the Study

Category	Principals		Deputy principals		Students	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
National	-	-	-	-	-	-
Extra-county	3	10.34%	3	9.38%	36	9.76%
County	4	13.79%	4	12.50%	48	13.01%
Sub-County	22	75.86%	25	78.13%	285	77.24%
Total	29	100	32	100	369	100

From the findings in Table 16, Principals interviewed revealed that 75.86% of the schools sampled for the study were Sub-County Public Secondary Schools while 13.79% were County schools and only 10.34% were Extra-County schools. From the responses obtained from Deputy Principals, 78.13% of the schools were Sub-County Public Secondary Schools with 12.50% being County schools and only 9.38% being Extra-County schools. Students also indicated that 77.24% of the schools taken into consideration were Sub-County schools, 13.01% were County schools and 12.74% were Extra-County Public Secondary Schools. There were no National Public Secondary Schools taken into consideration in this study because of the small number (2) of the schools in this category. From this information, it is clear that Sub-County Secondary Schools formed the majority of the schools in this study followed by County Schools and then Extra – County schools. The justification of the high number of Sub-County Public Secondary Schools in the County is due to the average performance of most students in the County. The low performance in national examinations necessitate a majority of these students to be admitted to Sub-County Public Secondary schools as opposed to extra-county, County and National secondary schools which generally admit students who have performed higher (Onderi & Makori, 2014).

4.2.10 The Size of the Schools in Terms of Streams

The size of each of the Public Secondary School in terms of the number of streams in the school was also considered. Responses from the Principals, Deputy Principals and Students were shown in form of a bar graph in Figure 3.

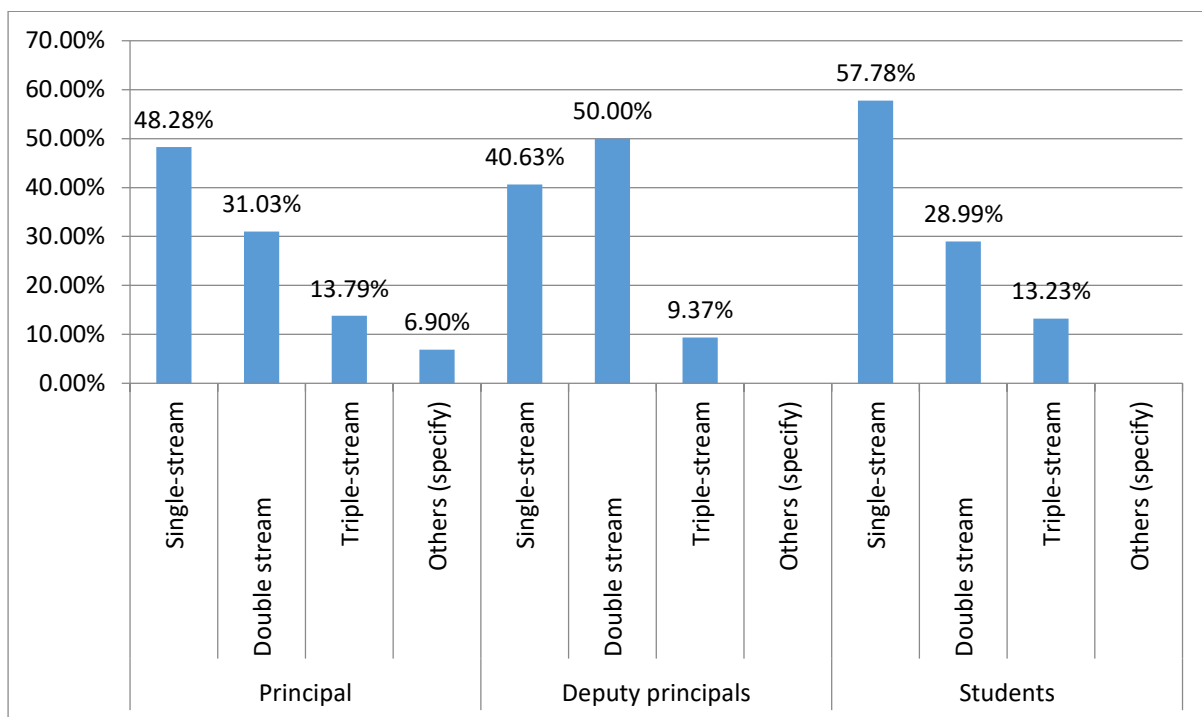


Figure 3: Size of the schools in terms of streams.

From the findings, 48.28% of the Principals indicated that the Public Secondary Schools consisted of single streams while 31.03% indicated double streams with a further 13.79% of the Principals indicating triple streams. Among the Deputy Principals, 50% indicated that the Public Secondary Schools investigated consisted of double streams, 40.63% single stream and only 9.37% being triple streams. With the students, 57.78% of the students indicated that their schools comprised of single stream while 28.99% of the students indicated double streams and 13.23% responded that their schools comprised of triple streams. Consequently, it is very clear that majority of the public secondary schools sampled for the study in Kisii County, were single streamed schools indicating signs of low retention of students. In addition, from the interviews conducted, it emerged out that in some schools, the number of streams decreased from three in form one to two streams in form three and one stream in form four. This was a clear indication of low retention of students in the schools. In addition, Getange and Onsombi (2016) observe that student retention keep reducing as students' progress the academic ladder.

4.3 Learners' Retention in Public Secondary Schools in Kisii County, Kenya.

The researcher sought to establish the learners' retention in Public Secondary Schools in Kisii County, Kenya. This was done in three categories of public secondary schools

in Kisii County which included; Extra County Schools (3), County School (4) and Sub – County Schools (28). The information on student retention was obtained from the documentary records held in the school. Such records included the school class registers for form ones in 2016, 2017 and 2018. The registers assisted in knowing the number of students admitted in form one in those respective years in the school. The registers were used to mark a roll call in form four, form three and form two respectively. The aim was to obtain the number of students admitted in form one and are currently in form four, three and two respectively. From the information obtained, the school’s retention rate was calculated accordingly. The results of document analysis and retention rates are tabulated in Table 17.

Table 17: Learner’s Retention in Public Secondary Schools

Year	Form Admission	one	Number in School in 2019	Retention rate (%)
2016	12,650		8,096	64.00%
2017	14,760		9,888	66.99%
2018	15,680		12,546	80.01%

Table 17 shows that the retention rate of students who joined the schools in 2016 and are supposed to be in form four in 2019 was 64% and this was the main focus group for this study. Those who joined the schools in 2017 and are supposed to be in form three had a retention rate of 66.99%. The cohort of students who joined schools in 2018 and are supposed to be in form two, had the highest retention rate of 80.01%. This implies that as students climb up the academic ladder from form one to form two, three and finally form four, the retention rate keep on decreasing gradually.

Since the main group of focus in this study was the 2016 form one cohort, the researcher sought to investigate the Principals’ feedback regarding students who were admitted into the school in form one 2016 and were expected to be in form four by 2019. The aim was to corroborate the information obtained from document analysis about the student retention in the school. From the responses given, most Principals indicated that most of the students who joined form one in 2016 are in form four. However, from the

interviews, it was established that enrolment was low in form four due to the practice of student repetition in form three. Majority of students who do not perform well academically are advised to repeat in form three so as not to lower the KCSE mean score for the school. This was contrary to the Ministry of Education Policy with regard to basic education (MOEST, 2013). The repetition practice justified the less than 100% of learners proceeding to form four from form three every year.

On number of learners by the end of year one (form 1) proceeding to Form two in the school, most Principals indicated a retention rate of about 90-100%. The Principals indicated those proceeding to form three at a rate of about 80-89%. Consequently, it can be concluded that the retention of students who join form one and proceed to form four in the same school is never 100% as expected. This implies that Principals continue admitting students every now and again as shown in Figure 4.

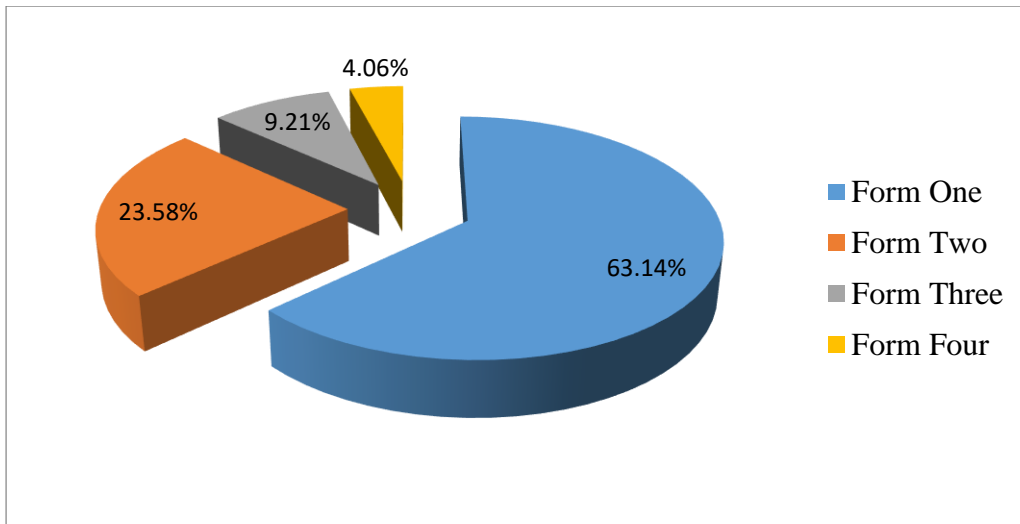


Figure 4: Students’ admission in public secondary schools

As it can be observed from Fig.4, Public Secondary Schools in Kisii County, keep on admitting students in every form due to low retention caused by migrations from one school to another. However, the admissions are minimal (4.06%) at form four level. These findings are consistent with the works of Castro (2012); Ntitika (2014) and Eva (2014) who posited that, a great principal should care about his/her students by listening to them to retain them in school. Tyler (2013) contends that, in order for a principal to have full control of a school and increase retention of learners in the school, he/she should love his/her learners.

In addressing retention of students in different categories of schools in the Kisii County, it was noted that Extra County Schools’ retention of students was high, followed by retention in County Schools. Sub – County Schools were noted to have had low retention of students as compared to their County and Extra – County counter parts. This can be attributed to the fact that Extra County and County Schools have a high financial base, which enables them to execute the selected student management practices better than Sub-County schools, which only rely on the free funding from the Government. With better execution of the student management practices, retention is expected to be high and vice versa (Abungu, 2015).

4.4 Relationship between Student Motivation Practices and Retention in Public Secondary Schools

The researcher further sought to establish the relationship between student motivation Practices and retention from the students by the use of a questionnaire. 369 students participated in the study. The responses from the students’ questionnaires are tabulated in Table 18.

Table 18: Students’ Responses on Student Motivation Practices and Retention in Schools (N=369)

The following Motivation Practices have a positive relationship with retention of learners in schools	SD		D		A		SA		Mean	SD
	f	%	f	%	f	%	F	%		
Verbal encouragement by teachers on good performance in academic work	8	2.17	36	9.77	166	44.99	159	43.09	3.29	0.88
Material rewards to do better in all areas in the school	17	4.61	6	1.62	209	56.63	137	37.13	3.26	0.74
Teachers acting as role models in the school	13	3.52	41	11.11	206	55.83	109	29.54	3.11	0.89

Motivating learners while teaching	11	1.98	23	6.23	158	31.46	225	60.98	3.72	0.27
Allowing democratic participation by all in the school	15	4.07	29	7.85	175	47.43	130	40.65	2.99	1.01
Giving prizes to all stakeholders	22	5.96	14	3.79	203	55.01	130	35.23	3.19	0.80
Encouraging the spirit of team work in the school	9	2.44	23	6.23	239	64.77	98	26.56	3.15	0.84
Acting on issues raised by learners and other stake holders about the school	15	4.07	36	9.77	191	51.76	127	34.41	3.16	0.30
Encouraging educational trips by learners	9	2.44	17	4.61	154	41.73	189	51.21	3.39	0.83
Encouraging good use of leisure time in the school	5	1.36	32	8.67	122	33.06	210	56.91	3.44	1.1
Teachers not carrying over learners' past problems to the present	43	5.97	17	4.61	196	53.11	134	36.31	3.25	0.54
Discouraging gender stereotypes in the school	20	5.42	41	11.11	185	49.05	123	34.33	3.11	0.88
Encouraging parents to attend school functions	17	4.61	6	1.62	197	53.38	149	40.37	3.29	0.62
Encouraging school barazas where students air their concerns about the school	9	2.44	26	7.04	225	60.97	109	29.54	3.17	0.82
Encouraging general cleanliness of the school premises	19	5.14	45	12.19	207	56.09	98	26.56	3.04	0.95

According to Table 18, 88.08% of the respondents agreed and strongly agreed that verbal encouragement by teachers on good performance in academic work was related to student retention in Public Secondary Schools in Kisii County, Kenya. However, 11.92% of the students disagreed and strongly disagreed that there was no relationship between verbal encouragement and student retention. When asked if material rewards to do better in all areas in the school had any relationship with retention of students, 93.76% of the respondents agreed and strongly agreed that material rewards had a relationship with retention of students. Those who disagreed and strongly disagreed with the practice were 6.24% of the respondents. This finding supports the works of Onderi and Makori (2013) who noted that disharmonious student management practices have a negative impact in the school climate with the resultant effect of losing dedication, discipline and motivation in both the teachers, students and parents. This could lead to reduced student retention rate.

The researcher also sought to determine the relationship between teachers acting as role models in the school and the retention of students. When students were asked about this particular practice, those who agreed and strongly agreed that there was a relationship between role modelling and student retention were 85.37% of the respondents. However, this notwithstanding 14.63% of the respondents disagreed and strongly disagreed on the practice. On motivating learners while teaching, 92.44% of the respondents agreed and strongly agreed that there existed a relationship between motivating learners while teaching and retention of students. Those who disagreed and strongly disagreed with the practice comprised of 7.56%. This study finding corroborates findings of Mulford (2013) who contend that in order to motivate learners in a school the teachers should listen and act on their concerns appropriately. About democratic participation on student retention, majority of the students (82.66%) agreed and strongly agreed that there was a relationship between the two variables. Those who disagreed and strongly disagreed with the practice consisted of 17.34% of the respondents.

From the information in Table 18, it is noted that allowing democratic participation by all in the school was the least motivational practice that had a correlation with student retention as represented by the lowest mean of 2.99 and a standard deviation of 1.01. This was contrary to a study by Koech (2013) who noted that, a school can prosper if the children understand, appreciate and practice democracy practices from their early

stages. At school level, democratic participation was viewed from the way the teachers involved the learners in decision making, such as choosing their student leaders, frequent meetings and constant communication as guided by Hoy & Miskel (2015). As noted by Gunram (2011), when the school teaching staff allows democratic participation by all in the school, learners feel recognized and motivated leading to improved retention in the school.

In addition, 90.24% of the students who agreed and strongly agreed that giving prizes to all stakeholders had a relationship with student retention in the school. Those who disagreed and strongly disagreed with the practice that there was no relationship between giving prizes and student retention were 9.76% of the students. On encouraging the spirit of teamwork in the school, majority of the students comprising of 91.33% agreed and strongly agreed that there was a relationship between the two variables. Those of the contrary opinion were 8.67%. This implies that secondary schools where school administration encouraged the spirit of teamwork, there was higher retention rate as compared to secondary schools without the spirit of teamwork. About acting promptly on the issues raised by the learners and other stakeholders about the school, 86.17% of students agreed and strongly agreed that there was a relationship between the two variables. This finding is consistent with the works of Kathryn (2015) who contends that how students' issues are addressed by school management, determines the retention rate of learners in the school.

When asked about encouraging educational trips for the learners, 92.94% of the responses indicated agreed and strongly agreed that there existed a relationship between educational trips and student retention. Those who disagreed and strongly disagreed with the practice were only 7.06%. This shows that educational trips can affect positively on the students' retention in the school as attested by the high mean of 3.39 and a standard deviation of 0.83 in Table 15. On encouraging good use of leisure time in the school, 89.97% of the respondent agreed and strongly agreed that there was a relationship. Table 18 reports that encouraging good use of leisure time in the school was a key motivational practice as portrayed by the high mean of 3.44 and a standard deviation of 1.1. This study finding is consistent with Rop's study (2013) on leisure time use in Moi University and opined that learners should be encouraged to make good use of leisure time as a way of motivating them.

On the practice of teachers, not carrying over learners' past problems to the present, 89.42% of the students agreed and strongly agreed that the practice had a relationship with retention of students. Those who disagreed and strongly disagreed with the practice were only 10.58%. When asked if discouraging gender stereotypes in the school had any correlation with student retention in secondary schools, majority of the students (82.38%) agreed and strongly agreed that there was a relationship. On encouraging parents to attend school functions on the retention rate of students, 93.75% of the students agreed and strongly agreed that it was related with student retention in schools. Only 6.25% disagreed and strongly disagreed with the practice's relationship with retention of students. The use of school barazas by students to air their concerns about the school freely was supported by 86.51% of the respondents. Those who disagreed and strongly disagreed that there was no relationship were composed of 13.49%. This study finding is consistent with the study by Ademec (2014) who observes that dialogue in schools through encouraging student barazas as a forum to air their concerns is a major way of improving retention rates.

The study sought to investigate the relationship between student motivation practices and the retention of Students in Public Secondary Schools in Kisii County, Kenya, by doing a correlation analysis using Pearson correlation Coefficient. The result of the correlation analysis between Students' retention in Public Secondary Schools and Student Motivation Practices is shown in Table 19.

Table 19: Correlation Analysis between Student Motivation Practices and Retention

Pearson correlation (r)	Student motivational practices	Student retention
Pearson correlation	.717**	1
Sig. (2-tailed)	.0001	.
N	466	

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

Pearson Correlation Coefficient shown in Table 19 shows that there was a positive and strong relationship between Student retention (dependent variable) and Student Motivational Practices (independent variable), ($r = .717$, $p\text{-value} < 0.05$) in Public Secondary Schools in Kisii County, Kenya. Since the p-value is less than the level of significance of 0.05, the correlation was deemed to be significant.

4.5 Relationship between Student Safety Practices and Retention in Public Secondary Schools

A total of 369 students participated in the study. The students were provided with questionnaires and requested to indicate their opinion concerning their agreement or disagreement levels about the relationship between student safety practices and the retention of students in their respective schools. The responses obtained have been indicated in Table 20.

Table 20: Students' Responses on Student Safety Practices and Retention in Schools (N=369)

The following safety practices have a positive relationship with the retention of students in my school	SD		D		A		SA		Mean	SD
	f	%	f	%	f	%	f	%		
Regular checks on school facilities to ensure their proper functioning and safety	36	9.77%	21	5.68%	149	40.38%	163	44.23%	3.19	0.81
Ensuring that physically challenged learners are taken care of as required	7	4.14%	30	8.13%	234	63.41%	98	24.32%	3.14	0.85
Ensuring that sick cases among the learners get immediate medical attention.	5	1.36%	11	2.98%	146	39.57%	207	56.09%	3.50	0.50
Providing enough security in the school by engaging the required personnel e.g. watchmen	9	2.44%	20	5.42%	213	57.73%	127	34.41%	3.24	0.75
Ensuring that there are no cases of bullying in the school	1	0.67%	17	4.61%	207	56.09%	144	39.02%	3.34	0.66
Ensuring that learners with special needs are catered for in the school in terms of provision of their special facilities	15	4.06%	54	14.63%	197	53.39%	103	27.92%	3.05	0.95
Advising learners on how to handle disaster and trauma in case they happen	19	5.14%	47	12.74%	125	33.86%	229	48.26%	3.80	0.20
Ensuring that the school is properly fenced	25	6.77%	9	2.44%	130	35.23%	205	55.56%	3.40	0.60

Ensuring that all people entering the school are registered and directed at the school gate	11	2.98%	7	4.14%	126	34.15%	225	58.46%	3.53	0.47
Ensuring that classroom doors are opening outwards	8	2.17%	35	9.48%	196	53.12%	130	35.23%	3.21	0.79
Ensuring that the school compound is clean to avoid incidences of diseases	13	3.52%	29	7.86%	108	29.27%	219	59.35%	3.44	0.56
Regular repairs and maintenance practices on school property	11	2.98%	39	10.57%	128	33.86%	191	52.59%	3.35	0.65
Ensuring that the school lavatories are treated with disinfectants regularly	25	6.77%	38	10.30%	186	50.4%	120	32.53%	3.09	0.91
Ensuring that the school has a waste disposal that is well maintained	21	5.68%	56	15.17%	125	33.86%	167	45.29%	3.19	0.81
Ensuring that the school windows have no grills	41	11.11%	19	5.14%	177	47.97%	132	35.78%	3.08	0.92

The information in Table 20 shows that 84.61% of the respondents agreed and strongly agreed that regular checks of school facilities had a relationship with the students' retention in secondary schools. These study findings concur with the works of Isa, Jailam and Suleiman (2014) who contend that the school principal should be concerned with school physical facilities by making visits and check-ups of the school facilities. These facilities must also comply with the safety standards of the government (Republic of Kenya, 2018). On ensuring that physically challenged learners are taken care of as required to improve students' retention, 87.73% of the respondents were in support of the practice. It is observed that the practice of ensuring that learners with special needs are catered for in the school in terms of provision of their special facilities was the least safety practice in the schools as represented by the lowest mean of 3.05 with a standard deviation of 0.95.

With the practice of ensuring that sick cases among the learners get immediate medical attention, 95.6% of the respondents agreed and strongly agreed that there was a relationship between the practice and retention of students in schools. Majority of the respondents comprising of 92.14% agreed and strongly agreed that providing enough security in the school; by engaging the required personnel such as the watchmen, had a

close relationship with the students' retention in the school. Further, the fencing of the school compound as a way of improving students' retention in the school was embraced by 90.79% of the respondents agreed and strongly agreed that there was a relationship between the two variables under consideration. This is in line with Lisa et al. (2014) who posited that school administrators should allocate enough resources for guarding, fencing and surveillance of the school compound for security purposes. On the scrutiny of all visitors coming into and out of the school compound, 92.61% of the respondents agreed and strongly agreed that the practice improves the retention of students in the school.

On ensuring that there are no cases of bullying in the school, 95.11% of the students agreed and strongly agreed that this had a relationship with the retention of students in the school. On ensuring that learners with special needs are catered for in the school and in terms of provision of their special facilities, 81.31% of the students agreed and strongly agreed that it affected retention in schools. About advising learners on how to handle disaster and trauma in case they happen, majority of the students comprising of 82.12% agreed and strongly agreed that there was a relationship between the two variables. Only 17.88% of the students were of the contrary opinion. Table 20 shows that advising learners on how to handle disaster and trauma in case they happen, was a major safety practice in schools that can affect student retention as represented by the highest mean of 3.80 and a standard deviation of 0.20. The research revealed that 88.35% of the respondents agreed that the safety of classrooms in terms of doors opening outwards would improve retention. With regard to school windows, majority of the students (83.75%) agreed and strongly agreed that ensuring windows have no grills was related to the retention of students.

About ensuring that the school compound is clean to avoid incidences of diseases, 88.62% of the students agreed and strongly agreed that there was a relationship with retention. 11.38 percentage of the students disagreed and strongly disagreed that there was no relationship between the two variables. In addition, majority of the respondents comprising of 86.45% agreed and strongly agreed that regular repairs and maintenance practices on school property had a positive relationship with the retention of students in the schools. When asked whether ensuring that the school lavatories are treated with disinfectants regularly could affect retention of students, 82.93% of the students agreed and strongly agreed on the relationship. On ensuring that the school has a waste disposal

that is well maintained, 79.15% of the students strongly agreed and strongly agreed that this could influence positively on retention of students in a school. Those who disagreed and strongly disagreed with the practice were only 20.85% of the respondents.

However, these study findings of student safety practices are a complete departure from the works of Dunne et al. (2010), who laid emphasis on violence in schools that reported about the Arkansas' incident; in USA, where the eleven and thirteen years old, fired at their classmates at the playground and killed four girls instantly. In South Africa, Mnyaka (2006) reported that violence was an issue of the decade. Aluede et al. (2005) also reported that in Nigeria, protests and unrest were regular features in learning institutions. Matsoga (2013) also noted that violence was prevalent in Botswana. In Kenya, Kirui et al. (2011) reported that there are growing concerns of student safety issues in secondary schools in Kenya. Migiro (2012) asserts that in some instances of this student insecurity, some students lose their life.

The study sought to determine the correlation between the Student Safety Practices and retention in Public Secondary Schools in Kisii County, Kenya, by doing Pearson's Correlation Coefficient analysis. Table 21 shows the results of Pearson correlation analysis between student safety practices and students' retention in Public Secondary Schools in Kisii County, Kenya.

Table 21: Correlation Analysis for Student Safety Practices and Retention

Pearson correlation (r)	Student safety practices	Student retention
Pearson correlation	.689**	1
Sig. (2-tailed)	.0001	.
N	466	

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

The analysis of the Pearson Correlation Coefficient in Table 21 shows that there was a moderate and positive correlation ($r=.689$, $p\text{-value}<0.05$) between Student retention (dependent variable) and Student Safety Practices (independent variable) in Public Secondary Schools in Kisii County, Kenya. Since the p-value was less than 0.05 level of significance used, it was concluded that the correlation coefficient was statistically significant.

4.6 Relationship between Student Feeding Practices and Retention in Public Secondary Schools

The study involved 369 students who were supplied with questionnaires to fill. They were asked to fill the questionnaire to indicate their opinion concerning their agreement or disagreement levels with the student feeding practices and retention of students in their respective schools. The information obtained was tabulated as shown in Table 22.

Table 22: Students Responses on Student Feeding Practices and Retention in Schools (N=369)

The following student feeding practices have a positive relationship with retention of students in my school	SD		D		A		SA		Mean	SD
	f	%	f	%	f	%	f	%		
Ensuring that students' meal are properly cooked	43	3.79%	17	4.61%	193	52.30%	116	39.29%	3.03	0.96
Learners taking their meals as scheduled/ at the right time	7	4.14%	30	8.13%	183	49.59%	149	38.18%	3.28	0.72
Provision of enough quantity of school meals to learners	19	5.14%	47	12.74%	119	32.25%	184	49.86%	3.27	0.73
Provision of a balanced diet to learners	8	2.17%	29	7.85%	187	50.68%	145	39.29%	3.27	0.73
Providing meals as an incentive to retain learners in school	19	5.14%	35	9.48%	167	45.26%	148	40.11%	3.20	0.80
Ensuring that food handlers are medically fit to handle learners' meals	17	4.61%	23	6.23%	186	50.40%	143	38.76%	3.23	0.77
Safe keeping of foodstuffs to avoid food contamination	13	3.52%	6	1.62%	152	41.19%	198	53.65%	3.44	0.55
Ensuring that there is a fixed menu for meals to learners	9	2.44%	34	9.21%	121	32.79%	05	55.56%	3.41	0.59

Maintaining food preparation places clean	3	0.81%	14	3.79%	219	59.34%	133	36.04%	3.31	0.70
Provision of a waste disposal for hygiene purposes in the school	19	5.14%	47	12.74%	198	53.65%	105	28.46%	3.05	0.95
Provision of clean water for use by learners	13	3.52%	25	6.77%	182	49.32%	149	40.38%	3.27	0.73
Provision of breakfast to learners every day	21	5.68%	8	2.17%	217	58.80%	123	33.33%	3.20	0.80
Giving learners 10' o'clock tea daily	17	4.61%	29	7.85%	188	50.95%	135	36.59%	3.20	0.80
Provision of lunch to learners every day	7	4.14%	33	8.94%	151	40.92%	179	46.01%	3.37	0.63
Giving meals as a source of nutrition to learners	22	5.96%	14	3.79%	186	50.41%	147	39.84%	3.24	0.76

Table 22 shows that the majority of the respondents (91.59%) agreed and strongly agreed that ensuring students' meals are properly cooked had a relationship with students' retention in schools while 8.41% were of the contrary opinion. This notwithstanding, the practice of ensuring that students' meal were properly cooked had the least mean of 3.03 with a corresponding standard deviation of 0.96. On the provision of enough quantity of school meals to learners, majority of the students (82.11%) agreed and strongly agreed that quantity of meals given to learners in the school had a relationship with retention of students. On providing a balanced diet to learners, 89.97% of the students agreed and strongly agreed that provision of a balanced diet to learners was related to retention of students in schools. In addition, 85.37% of the learners indicated that providing meals as an incentive to retain learners in schools had a relationship with retention of students in the school.

Table 22 shows that ensuring that food handlers are medically fit to handle learner's meals is a major catering practice that can affect student retention as represented by the highest mean of 3.44 with a corresponding standard deviation of 0.55. These findings are consistent with the study of Akabanda et al. (2017) who did a study on food safety knowledge, attitude and practices of institutional food handlers in Ghana and concluded that food handlers should be medically fit to handle institutional meals. Therefore, all

food hygiene has to be practiced by all those who are involved in handling it (Republic of Kenya, 2016). This is due to the concern that diseases may be spread if caution is not practiced when handling school meals (MOEST, 2015). Consequently, the medical department to ensure their health fitness to handle food (Fitzgibbon, 2015; KDHS, 2014) should check school cooks. This finding is consistent with the works of Asamoah et al. (2017) who observes that the learners should be served with clean and hygienic foods.

On the issue of safekeeping of foodstuffs to avoid food contamination, majority of the students (94.84%) agreed and strongly agreed that it had a relationship with retention of students. The research findings also revealed that, majority of the students (88.35%) agreed and strongly agreed that there was a fixed menu for meals to learners. On maintaining food preparation places clean, majority of the students (95.38%) agreed and strongly agreed on the existence of a relationship while 4.62% were of the contrary opinion. The findings also indicated that, 82.11% of the respondents agreed and strongly agreed that provision of a waste disposal for hygiene purposes in the school, had a relationship with retention of students in the school. Provision of clean water for use by learners was indicated to have been related with the retention of students in schools by 89.7% of the respondents. Majority of the respondents (92.13%) agreed and strongly agreed that the provision of breakfast to learners every day had a positive correlation with retention of students in a school. However, 7.87% of the students disagreed and strongly disagreed with the practice.

A total of 86.93% agreed and strongly agreed that provision of lunch to learners every day had a relationship with retention. Only 13.07% of the students were of the contrary opinion. Majority of the students (90.25%) agreed and strongly agreed that giving meals as a source of nutrition to learners improved retention of students in a school while on the other hand, 9.75% disagreed. These findings support other studies such as, Kingori (2015) that concluded that serving learners with clean meals in school improved their retention rate. Caroline (2016) postulated that student feeding practices influenced enrolment, retention and students' participation in class and out of class activities. This was also observed by Belinda (2015) who noted that students' retention rate increased where there was feeding program and vice versa.

In order to examine the correlation between Student Feeding Practices and retention of students in Public Secondary Schools in Kisii County, Kenya, Pearson's Correlation Coefficient was computed. Table 23 shows the summary of the findings.

Table 23: Correlation Analysis between Student Feeding Practices and Retention

Pearson correlation (r)	Student feeding practices	Student retention
Pearson correlation	.684**	1
Sig. (2-tailed)	.0001	.
N	466	

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

The examination of Pearson's correlation Coefficient shows that there was a moderate and positive correlation ($r = .684$, $p\text{-value} < 0.05$) between student retention (dependent variable) and student feeding practices Public Secondary Schools in Kisii County, Kenya. The value of correlation coefficient was tested for its statistical significance by comparing the p-value and the significance level. Since the p-value was less than the alpha level ($p\text{-value} < 0.05$), it was concluded that the correlation was statistically significant.

4.7 Relationship between Instructional Practices and Student Retention in Public Secondary Schools

Thirty-two (32) deputy Principals were supplied with questionnaires to fill. They were requested to indicate their opinion concerning their agreement or disagreement levels on the relationship between instructional practices and student retention in their schools. The responses obtained from the Deputy Principals were tabulated in Table 24.

Table 24: Deputy Principals' Responses on Instructional Practices and Student Retention in Schools (N=32)

The following instructional practices have a positive relationship with retention of learners in my school	SD		D		A		SA		Mean	SD
	f	%	f	%	f	%	f	%		
Counseling students who don't do well in class	3	9.37%	11	34.38%	10	31.25%	8	25%	2.72	1.20
Stressing on regular class attendance by all learners	1	3.13%	3	9.37%	14	43.75%	14	43.75%	3.28	0.72
Raising constructive criticism when teaching	2	6.25%	4	12.5%	17	53.13%	9	28.13%	3.03	0.97
Following up those students who do not do home work	3	9.37%	5	15.63%	13	40.63%	11	34.38%	3.00	1.00
Encouraging parents to ensure regular school attendance by learners	4	12.5%	7	21.88%	16	50%	5	15.63%	2.69	1.30
Marking assignments /homework in time and giving timely feedback/revision to learners	2	6.25%	6	18.75%	11	34.38%	13	40.63%	3.09	0.91
Advising parents to buy supplementary reference materials for their children	1	3.13%	7	21.88%	10	31.25%	15	43.74%	2.03	1.10
Discussing with the parents on the progress of their children	4	12.5%	6	18.75%	13	40.63%	9	28.13%	2.84	1.10
Encouraging learners to have group discussions	2	6.25%	7	21.88%	13	40.63%	10	31.25%	2.97	1.00
Using a variety of teaching methods when teaching in class.	5	15.63%	3	9.37%	15	46.88%	9	28.12%	2.50	1.50
Encouraging learners to actively participate in co-curricular activities	2	6.25%	5	15.63%	16	50.00%	9	28.13%	3.00	1.00
Encouraging learners not to miss classes/lessons	3	9.37%	6	18.75%	16	50.00%	7	21.88%	2.84	1.20
Encouraging students to attend pastoral program in the school every week	2	6.25%	5	15.63%	17	53.13%	8	25.00%	2.97	1.00
Ensuring that the school has enough teaching and learning materials	2	6.25%	4	12.5%	16	50.00%	10	31.25%	3.06	0.94
Using appropriate teaching aids when teaching	3	9.37%	7	21.88%	13	40.63%	9	28.13%	2.88	1.10

As shown in Table 24, majority of the Deputy Principals (56.25%) agreed and strongly agreed that counseling students who do not do well in class could improve students'

retention in schools. Majority of the respondents (87.5%) agreed and strongly agreed that regular attendance of classes by learners may lead to retention of learners in the school. Table 24 shows that stressing on regular class attendance by all learners, was a major instructional practice that can affect student retention in Public Secondary Schools as represented by the highest mean 3.28 with a corresponding standard deviation of 0.72. With regard to raising constructive criticism when teaching, 81.26% of Deputy Principals agreed and strongly agreed that it had a relationship with retention of learners in the school. However, 18.74% of the respondents disagreed with the practice. When asked if following up those students who do not do homework affected student retention, majority of the Deputy Principals (75.01%) agreed and strongly agreed while 24.99% of the respondents disagreed. Concerning the relationship between encouraging parents to ensure regular school attendance by learners and retention, 65.63% of the Deputy Principals agreed and strongly agreed on the existence of a relationship.

On marking assignments and homework in time and giving timely feedback/revision to learners, 75.01% of the Deputy Principals agreed and strongly agreed that it had a relationship with student retention. On advising parents to buy supplementary reference materials for their children, 74.99% of the Deputy Principals agreed and strongly agreed that there was a relationship between the two variables under investigation. Also, revealed from this study was the fact that advising parents to buy supplementary reference materials for their children was the least instructional practice that can affect student retention as represented by the lowest mean of 2.03 and a standard deviation of 1.1. The study also revealed that 68.76% of the Deputy Principals agreed and strongly agreed that discussing with the parents on the progress of their children had a relationship with retention of learners in a school. A total of 31.24% of the Deputy Principals disagreed and strongly disagreed with the practice. In terms of encouraging learners to have group discussions, 71.88% of the respondents agreed and strongly agreed that it had a relationship with student retention.

On using a variety of teaching methods when teaching in class, 75% of the Deputy Principals agreed and strongly agreed that it had a relationship with student retention. 25% of the Deputy Principals disagreed with the practice. John (2016), Eric (2013) and Karami et al. (2012) recommended hybrid style of teaching that blends the teacher's personality and interest with the students' needs. In order to ensure that maximum

output is achieved in class, Armstrong (2013) asserts that, teachers have to use a variety of teaching methods that can cater for slow and faster learners. However, Donche (2013) cautions that, for a teaching method to be appropriate and efficient, it has to be in relation with the type of learning it is intended to bring about.

Concerning the issue of encouraging learners to actively participate in co-curricular activities, 78% of the Deputy Principals agreed and strongly agreed that the two were related. Majority of the Deputy Principals (78.13%) agreed and strongly agreed that encouraging students to attend pastoral program in the school every week could improve retention of students in schools. When asked if ensuring that the school has enough teaching and learning materials had any impact on student retention, majority of the Deputy Principals (81.25%) agreed and strongly agreed with the practice. This is in agreement with UNESCO (2016) whereby it was noted that, the amount of money a country spends on learning materials is a good indicator of its commitment to providing quality education to her citizens. Likewise, the Principal should buy enough reference materials for the students and teachers. Rotich (2015) noted, although the government has increased budgetary allocations to meet the cost of textbooks in schools, the principal ought to supplement these textbooks for proper revision.

On using appropriate teaching aids when teaching, 68.76% of the Deputy Principals agreed and strongly agreed that appropriate teaching methods had been related with student retention in public secondary schools. This finding concurs with the findings from UK Essays (2013) where it was noted that people learn in different ways and therefore, it is quite necessary for the principal to advise teachers to use a variety of different styles of teaching. Also, review of literature about teaching styles, show that most successful teachers in class, do not confine themselves to a single method of teaching but instead, use a variety of them (John, 2016; Karami et al., 2012). This because a variety of teaching styles blends the teacher's personality and interest with the students' needs (Eric, 2013). In order to ensure that maximum output is achieved in class, Armstrong (2013) asserts that, teachers have to use a variety of teaching methods in class.

The study sought to establish the relationship between student instructional Practices and the retention of students in Public Secondary Schools in Kisii County, Kenya.

Pearson's Correlation Coefficient was computed to show the kind of relationship that existed between the two variables. The summary of the findings are shown in Table 25.

Table 25: Correlation between Instructional Practices and Retention

Pearson correlation (r)	Student instructional practices	Student retention
Pearson correlation	.844**	1
Sig. (2-tailed)	.0001	
N	466	

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

The analysis of Pearson Correlation Coefficient indicated that there was a strong and positive correlation ($r = .844$, $p\text{-value} < 0.05$) between student retention (dependent variable) and student instructional practices in public secondary schools in Kisii County, Kenya. The correlation was tested for statistical significance and the results obtained showed that the correlation coefficient was statistically significant since the $p\text{-value}$ was less than the significance level ($p\text{-value} < 0.05$).

4.8 Relationship between Student Discipline Practices and Retention in Public Secondary Schools

A questionnaire was used to collect data from the Deputy Principals. Thirty-two (32) Deputy Principals were involved in the study. Each of the 32 Deputy Principals was provided with a questionnaire and requested to indicate his/her opinion concerning the relationship between student discipline practices and student retention in their respective schools. They were required to indicate their agreement or disagreement levels about the relationship between student discipline practices and retention of students in their schools. The responses obtained from the Deputy Principals were tabulated in Table 26.

Table 26: Deputy Principals' Responses on Student Discipline Practices and Retention (N=32)

The following student discipline practices have a positive relationship with retention of learners in my school	SD		D		A		SA		Mean	SD
	f	%	f	%	f	%	f	%		
Handling learners with courtesy	3	9.37%	6	18.75%	14	43.75%	9	28.13%	2.90	1.09
Ensuring that there is no bullying of other students in the school	1	3.13%	6	18.75%	11	34.38%	14	43.75%	3.18	0.81
Prompt response to the bell by learners	3	9.37%	4	12.5%	17	53.13%	8	25.00%	2.94	1.06
Movement by running while in school	2	6.25%	3	9.37%	12	37.5%	15	46.88%	3.25	0.75
Ensuring that learners have all the required basic needs in the school	2	6.25%	4	12.5%	14	43.75%	12	37.5%	3.06	0.94
Wearing school uniform by learners	1	3.13%	3	9.37%	17	53.13%	11	34.38%	3.19	0.81
Handling teachers with respect	2	6.25%	2	6.25%	19	59.38%	9	28.13%	3.09	0.91
Using guidance and counseling department in sorting out learners' problems	1	3.13%	4	12.5%	17	53.13%	10	31.25%	3.13	0.88
zero tolerance to the practice of boy –girl relationships in the school	2	6.25%	5	15.63%	17	53.13%	8	25.00%	2.97	1.03
Ensuring that there is no practice of theft among learners in the school	2	6.25%	4	12.5%	13	40.63%	13	40.63%	3.16	0.84
Following of school rules and regulations by learners	1	3.13%	3	9.37%	17	53.13%	11	34.37%	3.06	0.94
Ensuring that parents attend school functions as required	2	6.25%	5	15.63%	16	50%	9	28.13%	3.00	1.00
Reporting to school early enough by learners	2	6.25%	3	9.37%	18	56.25%	9	28.13%	3.06	0.94
Parental involvement on learner discipline cases	2	6.25%	2	6.25%	9	28.13%	19	59.37%	3.16	0.84

Table 26 indicates that 71.88% of the Deputy Principals agreed and strongly agreed that handling learners with courtesy had a relationship with students' retention in their schools while 28.12% disagreed and strongly disagreed with the practice. On ensuring

that there is no bullying of other students in the school, majority of the Deputy Principals (78.13%) agreed and strongly agreed that the practice had a relationship with student retention in schools. These findings are consistent with the works of Kaarina & Satu (2012), Sumaiti (2012) and James (2015) who argue that there should be no room for discriminatory behaviors such as bullying and harassment in school. This is because, review of literature has shown that student harassment, and bullying and victimization greatly interfere with retention rate of students in a school (Ruskin, 2015).

The study also revealed that majority of the Deputy Principals (78.13%) agreed and strongly agreed that prompt response to the bell by learners had a relationship with student retention. With regard to movement by running by all learners while in school, 84.38% of the Deputy Principals agreed and strongly agreed on the existence of a relationship between the two variables. Information from Table 26 shows that, the student practice of movement by running while in school had the highest mean of 3.25 and a standard deviation of 0.75. Also, a total of 81.25% of the Deputy Principals expressed agreement that ensuring that learners have all the required basic needs in the school had a relationship with student retention. When asked about the relationship between wearing of school uniform by learners and retention of learners, 87.51% of the Deputy Principals were in of the opinion that there was a relationship. However, 12.49% were of the contrary opinion. On the issue of learners handling teachers with respect, 87.51% of the respondents indicated that it had a relationship with student retention. However, 12.49% of the Deputy Principals disagreed with the practice. This study finding is consistent with the works of Live Wire Media (2015) who observes that handing of students by teachers should be with courtesy and respect and vice versa.

On guidance and counseling, 84.38% of the respondents agreed and strongly agreed that using guidance and counseling in sorting out learners' problems in school had a relationship with the retention of students in the schools. With the issue of zero tolerance to the practice of boy –girl relationships in the school, 78.13% agreed and strongly agreed that the practice was related with the retention of learners in schools. However, the practice of zero tolerance to the practice of boy –girl relationships in the school was represented by the lowest mean of 2.9 and a corresponding standard deviation of 1.09. On ensuring that there is no practice of theft among learners in the school, 81.26% of the Deputy Principals agreed and strongly agreed that there was a relationship. Concerning the issue of school rules and student retention in schools,

87.5% of the Deputy Principals agreed and strongly agreed that following of school rules and regulations by learners had a relationship with student retention. With regard to parents attending school functions, 78.13% of the Deputy Principals agreed and strongly agreed that ensuring that parents attend school functions as required had a relationship with student retention. This finding corroborates the findings of Topor et al. (2010) who argued in favour of parental involvement in the discipline of learners.

In order to find out the relationship between student discipline practices and retention of Students in public secondary schools in Kisii County, Pearson Correlation Coefficient was computed between the two variables of the study. Table 27 gives a summary of the results of the correlation analysis between student discipline practices and retention in school.

Table 27: Correlation Analysis for Student Discipline Practices

Pearson correlation (r)	Student Discipline practices	Student retention
Pearson correlation	.778**	1
Sig. (2-tailed)	.0001	.
N	466	

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

The Pearson correlation analysis showed that there was a strong and positive correlation ($r = .778$, $p\text{-value} < 0.05$) between Student retention (dependent variable) and student discipline practices in public secondary schools in Kisii County, Kenya. The correlation coefficient was tested to show if it was statistically significant. Since the p-value was less than the significance level ($p\text{-value} < 0.05$), it was concluded that the correlation between student discipline practices and retention of students in public secondary schools in Kisii County, Kenya was significant.

4.9 Regression Analysis of the Study Variables

Since there was a significant relationship between the student motivation, safety, feeding, instruction and discipline practices and retention of students in public secondary schools in Kisii County, Kenya, it was necessary to conduct a regression analysis. The regression analysis was done to show the predictive capacity of the independent variables on the dependent variable (retention). The predictive capacity of student motivation, safety, feeding, instruction and discipline practices on the retention

of students in public secondary schools in Kisii County, Kenya was given by calculating the coefficient of determination (R^2). The coefficient of determination shows the proportion of variation in the dependent variable as a result of the changes in the independent variables. The summary of the regression model is shown in Table 28.

Table 28: Regression Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.818	.669	.637	.35253

Note. a. Dependent variable: Student retention

b. Predictors: (Constant), (students' motivational practices, students' safety practices, student feeding practices, instructional practices, and student discipline practices).

The multiple regression model produced adjusted $R^2 = .637$, $p < 0.05$. The results of regression analysis (Table 28) showed that student motivation, safety, feeding, instructional and discipline practices explained 63.7% of the variance in retention of students in Public Secondary Schools in Kisii County, Kenya (Adjusted $R^2 = 0.637$). The other remaining percentage of 36.3% is explained by other factors. Therefore, the overall model of regression showed a statistically significant causal relationship ($p < 0.05$) between student motivation, safety, feeding, instruction and discipline practices and retention of students in Public Secondary Schools in Kisii County, Kenya.

Since the regression model showed a statistically significant causal relationship between student motivation, safety, feeding, instruction and discipline practices and retention of students in public secondary schools in Kisii County, Kenya, it was necessary to establish the predictive capacity of each of the student practices on student retention. However, before testing the predictive capacity of each of the independent variables on retention, a check on multicollinearity of these variables was done by use of a tolerance value, which is used as an indicator of multicollinearity. A tolerance value of 0.10 is recommended as the minimum level of multicollinearity (Tabachnick & Fidell, 2001). Thereafter, variance inflation factor (VIF) was used to indicate the magnitude of the inflation in the standard error associated with a particular independent variable due to multicollinearity. According to the variance inflation factor interpretation, a value of between 1 and 5 suggests existence of a moderate inflation but not severe enough to warrant corrective measures (Daod, 2017). Consequently, the

values of variance inflation factor for all the variables were within the acceptable range of between 1 and 5.

In order to test if a given independent variable was a significant predictor of the student retention in schools, the use of p-values of the regression coefficient for each of the independent variables was compared with the significance level of the study. Whenever the p-value of a given independent variable was less than the significance level of the study, the independent variable was said to be a significant predictor of the dependent variable (student retention in schools). Table 29 shows the summary of the multiple regression analysis.

Table 29: Model Regression Coefficients

Model	Unstandardized Coefficients		T	Sig.	Co-linearity Statistics	
	β	Std.Error			Tolerance	VIF
Constant	1.553					
Student motivation practices	.157	.022	7.092	.0001	.394	2.538
student safety practices	.113	.055	2.059	.046	.447	2.240
student feeding practices	.152	.117	1.299	.201	.323	3.097
Instructional practices	.960	.303	3.169	.041	.520	1.924
student discipline practices	.352	.099	3.571	.001	.382	2.615

Note. a. Dependent Variable: Retention

b. Independent variable: Selected Student Management Practices

The values for the regression weights are as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \epsilon$$

Whereby, Y= Dependent variable (Retention of students)

β_0 = Constant (Y Intercept)

β_1 — β_5 = Model parameters (regression coefficients or change in Y)

X1= Student motivation practices

X2= Student safety practices

X3= Student feeding practices

X4= Instructional practices
X5= student discipline practices
 ε = Stochastic term (Error term)

Based on the regression coefficients results shown in Table 26, the regression model equation can be written as follows:

$Y=1.553+0.157X_1+0.113X_2+0.152X_3+0.960X_4+.352X_5+ \varepsilon$. From the model, it was also established that a unit increase in students' motivation practices would cause an increase in student retention in public secondary schools by a factor of 0.157.

This implies that there is a significant relationship between student motivation practices and retention of students in public secondary schools in Kisii County, Kenya. In establishing whether student motivation practices were a significant predictor of student retention in schools, the p-value of the regression coefficient for student motivation ($p=.0001$) was compared with the significance level of the study (.05). Since the absolute p-value was less than the significance level of the study ($p<.05$), it was concluded that, student motivation practices were significant predictors of student retention in schools. Consequently, the null hypothesis that there is no statistically significant relationship between student motivation practices and retention of students in public secondary schools in Kisii County, Kenya was rejected.

This finding is consistent with the works of Laura (2010) who pointed out that reinforcement motivates students to stay in school and learn. In a study in Bongaon; Northern 24 Pargans- India, by Hoque (2013), it was observed that reinforcement plays a crucial role in the learning process. The findings are equally consistent with Behrendt and Franklin (2014), who contend that schoolteachers can also motivate learners using field trips. Field trips are educational tools that connect classroom teaching and real world situations.

In terms of student safety, it was revealed that a unit increase in students' safety practices would cause an increase in student retention in public secondary schools by a factor of 0.113. Thus, there was enough evidence to conclude that there was a significant relationship between student safety practices and the retention of students in public secondary schools in Kisii County, Kenya. In order to establish the predictive capacity of student safety practices on student retention, the p-value ($p=.046$) of the regression

coefficient for student safety practices was compared with the significance level of the study (.05). Since the p-value was less than the significance level of the study ($p < .05$), it was concluded that student safety practices were significant predictors of student retention in public secondary schools in Kisii County, Kenya. Consequently, the null hypothesis that there was no statistically significant relationship between student safety practices and retention of students in public secondary schools in Kisii County, Kenya was rejected. These findings are consistent with the Kenyan report dubbed Republic of Kenya (2018) that emphasizes that student safety practices when carried out well improves student's retention rate in a school.

From Table 29, it can be observed that one unit increase in student feeding practices would lead to an increase in student retention in public secondary schools by a factor of 0.152. Thus, there existed a relationship between student feeding practices and retention of students in public secondary schools in Kisii County, Kenya. However, since the p-value for the regression coefficient of student safety practices ($p = .201$) was greater than the significance level of the study, it was concluded that there was not enough evidence to reject the null hypothesis that there was no statistically significant relationship between student feeding practices and retention of students in public secondary schools in Kisii County, Kenya. The study findings are not consistent with the works of Odora (2014) who argues that proper nutrition is essential to learners for their physical, intellectual and emotional development. The findings also do not support the works of Yunusa et al. (2012) who posits that a child who is properly fed on balanced diet and well prepared food develops faster and is ever active in school.

On instructional practices, it was noted that one unit increase in student instructional practices would lead to increase in student retention in public secondary schools by a factor of 0.960. Consequently, it was concluded that there existed a significant correlation between instructional practices and student retention practices in public secondary schools in Kisii County, Kenya. Since the p-value of the regression coefficient for instructional practices ($p = .041$) was less than the level of significance of the study, the null hypothesis that there was no statistically significant relationship between instructional practices and retention of students in public secondary schools in Kisii County, Kenya was rejected.

This study finding is consistent with the works of Shuaibu (2016), who argues instructional practices by the teaching staff can have a profound effect on the learners' retention rate. A study by Babatope and Hezekiah (2013) indicated that, there exists a significant relationship between the teachers' instructional practices and the learning process in the school. Other scholars have posited that, when learners are not well attended to by teachers, this may be a failure on the principal's part and this may lead to low student retention rates (Bakhda, 2010; Kiilu, 2011), have echoed this. Mercy et al. (2016) also noted that; there was a significant relationship between the teachers' instructional practices and the retention of students in schools.

Lastly the study established that a unit increase in student discipline practices would cause an increase in student retention in public secondary schools by a factor of 0.352. Student discipline practices were significant predictors of student retention in public secondary schools in Kisii County, Kenya since the p-value ($p=.001$) was less than the significance level of the study. Thus, the null hypothesis that there was no statistically significant relationship between student discipline practices and retention of students in Kisii County, Kenya was rejected. This finding was consistent with Esther (2014) and Kiprop (2012) who points out that in a school where indiscipline is rampant, parents withdraw their children leading to low student retention. The finding was also in tandem with the works of Andrea (2014) who posited that high levels of student discipline leads to improved student retention rates.

4.10 Qualitative Data Analysis

According to Sutton and Austin (2015), qualitative data refers to non-numerical data that captures concepts and opinions in the form of transcripts from interviewees, notes from observations, video recordings and responses to open ended questions in the questionnaires. For this study, qualitative data was collected by the use of interview schedules for Principals and Head Cooks. Using the interview schedule for the Principals, the respondents were asked to give their opinions on the relationship between student motivation, safety, feeding, instructional and discipline practices and retention of students in their respective Public Secondary Schools. For purposes of analysing the qualitative data from the Principals, letter P was used to represent a given Principal of the sampled public secondary schools.

Another set of qualitative data was generated from the interview schedule for Head Cooks. The Head Cooks were asked to give their opinion on relationship between student feeding practices and retention of students in their respective schools. This category of respondents (Head Cooks) were asked about; what time students were served with meals, if the school provided enough quantity of meals to students, if the school cooks go for medical checkups, where school food stuffs are stored, if the school has a menu for students and if breakfast was served to students. For purposes of analysis of qualitative data from Head Cooks, letter H was used to represent a given Head Cook of the sampled public secondary schools.

The qualitative data analysis was done following a five step of data analysis as recommended by Sutton and Austin (2015). These steps involved: transcribing all the data during the interview session, organizing the data according to themes, coding the data to compress it into understandable concepts, validation of data and drawing of conclusions of the data analysis. As noted by Dudovskiy (2018), qualitative techniques of data analysis include: thematic or content analysis, narrative analysis, discourse analysis, framework analysis and grounded theory analysis. Flick (2014) avers that thematic or content analysis of data is used to analyse documented information in the form of texts or responses from interviewees. Since the interview schedules were used to collect data from interviewees, thematic analysis was the appropriate method of qualitative data analysis. The purpose of thematic analysis was to organize and elicit meaning from the data collected to draw realistic conclusions (Dudovskiy, 2018). Consequently, the information from the interview schedules was grouped into five themes in the form of: student motivation, safety, feeding, instructional and discipline practices whose influence on retention was being investigated. Thus, the use of themes in this study justified the use of thematic analysis.

4.10.1 Theme One: Relationship between Student Motivation Practices and Student Retention

The first objective of the study was to determine the relationship between Student motivational practices and retention of students in Public Secondary Schools in Kisii County, Kenya. The study used an interview schedule to collect the required information from the Principals. Principals were required to provide their opinion regarding student's motivation practices on students' retention. Thirty-two (32)

Principals participated in the study. Table 30 presents the Principals’ response rate to various student motivation practices as contained in the interview schedule.

Table 30: Principal’s Response Rate on Motivation Practices and Student retention

Response	Principals	
	Frequency(f)	Percent (%)
Yes	30	93.75%
No	2	6.25%
Total	32	100.00

From the findings in table 30, majority of the principals (93.75%) agreed that student motivation practices had a positive relationship with student retention in public secondary schools while only 6.25% of the Principals disagreed. This key finding is consistent with a study in U.S by Earthman (2014) that identified the school principal as the single most influential person in a school responsible for managerial practices that can improve student retention rates.

Principal P1 opined that, *“motivation of students had a positive relationship with retention of students in the respective schools.”* Another Principal P18 said that, *“motivation practices make students feel recognized by the teachers and therefore improves their self-esteem which in turn makes them remain in school till completion of their course”*. Principal P19 noted that, *“motivation energizes students, making them to strive for better grades. When academic grades are improved in a school, retention of students improves simultaneously”*. In another school, Principal P20 commented that, *“student motivation created a free environment for learning in the school. Learners feel friendly to their teachers and this improves their retention in the school”*. In yet another school, Principal P21 noted that, *“motivation makes learners happy and therefore ready to own and defend their school”*. Another Principal P22 opined that, *“student involvement in school governance through student council was motivating, hence influencing retention of students in the school”*.

This theme of motivation is consistent with the themes in the report of Republic of Kenya (2017) that pointed out that, students’ interest concerning a school is strongly influenced by the motivation practices in the school. When the school staff is

enthusiastic and rewarding to the learners, the learners feel motivated and eager to remain in school (Justine & Julie, 2013). Sirima and Poipoi (2010) and Gunram (2011) also noted in their findings that rewards to students, motivated them to work better and to remain in school.

This theme is consistent with the works of Ratego (2015) that highlighted that democratic leadership style motivated teachers and learners in the schools. In order to stress the importance of democratic participation by students in schools, Koech (2013) noted that, a school can prosper if the children understand, appreciate and practice democracy practices from their early stages. At school level, democratic participation was viewed from the way the teachers involved the learners in decision making, such as choosing their student leaders, frequent meetings and constant communication as guided by Hoy & Miskel (2015). As noted by Gunram (2011), when the school teaching staff allows democratic participation by all in the school, learners feel recognized and motivated leading to improved retention in the school.

4.10.2 Theme Two: Relationship between Student Safety Practices and Student Retention

The study sought to investigate the relationship between student safety practices and student retention in Public Secondary Schools in Kisii County, Kenya. Using an interview schedule, Principals were interviewed as to whether there was any relationship between student safety practices and students' retention in Public Secondary Schools in Kisii County, Kenya. A total of 32 principals participated in the study. Table 31 shows the Principals' responses as to whether there was any relationship between student safety practices and student retention rate in public secondary schools in Kisii County, Kenya.

Table 31: Principals' Responses on the Relationship between Student Safety Practices and Retention in Schools

Response	Principals	
	Frequency(f)	Percent (%)
Yes	31	96.88%
No	1	3.12%
Total	32	100

Majority of the principals comprising of 96.88% agreed that there was a positive relationship between student safety practices and student retention in public secondary schools in Kisii County, Kenya Only 3.12% of the Principals disagreed. This finding is consistent with the Basic Education Act (Republic of Kenya, 2013), that postulates that safety of the learners is an issue of concern of the principal. Thus, the principal should ensure that the learner is in a safe environment (Republic of Kenya, 2018). Student safety practices when carried out well, improve students' retention rate in a school. Student safety can be viewed from several perspectives such as; the physical safety, mental safety or even health-wise safety. In terms of physical safety, the school principal has a duty to provide learners with safe, secure and peaceful environment in which learning can thrive (Republic of Kenya, 2013).

The respondents comprising of Principals opined that student safety practices had a positive relationship with student retention in their respective secondary schools. In one school, Principal P14 indicated that, *“student safety was crucial in improving student retention in schools because it guarantees them safety from outsiders”*. Once students feel secure, they are comfortable learning in that secure environment. Another Principal P25 observed that, *“student safety ensured that students' property and lives are properly taken care of. This creates a feeling of contentment among learners leading to high retention levels in the schools”*. In another school, Principal P26 noted that, *“student safety was even a Ministerial directive and therefore all schools need to offer maximum security to learners and institutions of learning to guarantee improved student retention.”* Another Principal P27 respondent opined that, *“school safety included; built school fences, secure classrooms and dormitories, doors and windows which are opening outwards and many other aspects”*. Another Principal P28 averred that, *“schools with robust student safety measures enjoyed high student retention compared to those that don't have these safety interventions.”*

This theme of student safety is in line with the works of Jailam and Suleiman (2014), Vroome (2015), Taloyan et al. (2012), whose themes were school physical facilities' utilization, safety standards adherence and health of learners while in school. Student safety while in school therefore influence retention of students in the school. This ensured that students were safe and secure while undertaking their studies in the schools.

4.10.3 Theme Three: Relationship between Student Feeding Practices and Retention

In order to investigate the relationship between student feeding practices and the retention of Students in Public Secondary Schools in Kisii County, Kenya, three groups of respondents were involved. These included the Principals, Head Cooks and the student. A total of 32 Principals and 33 Head Cooks were interviewed using an interview schedule. Their responses are shown in Table 32.

Table 32: Principals’ and Head Cooks’ Response Rate on Students’ Feeding Practices

Response	Principals		Head cooks	
	Frequency(f)	Percent (%)	Frequency(f)	Percent (%)
Yes	29	90.62%	29	87.88%
No	3	9.38%	4	12.12%
Total	32	100	33	100

The study revealed that majority of the Principals (90.62%) and Head Cooks (87.88%) agreed that Student Feeding Practices tend to influence student retention while only 9.38 % and 12.12% of the Principals and Head Cooks respectively, disagreed that the practice does not influence student retention in Public Secondary Schools in Kisii County, Kenya. These study findings agrees with the works of Oyafade (2014) who examined the feeding program’s effect on attendance of school in Madhya Pradesh (India). The findings of this study showed that school attendance was high where feeding was offered. School meals provide learners with energy and allow them to focus on their studies without hunger as a distractor (Otieno, 2014). Due to this, the Canadian International Development Agency (CIDA) provided school meals to over 26 million school children in more than 60 countries in 2011 (WFP, 2016). Other studies have also shown that, a school meal is provided as a way of maintaining learners in school (Daly, 2012).

Head Cooks opined that student-feeding practices had a positive relationship with student retention in their respective secondary schools in Kisii County. Head Cook H1 was of the view that, “*student are served with ten o’ clock porridge/tea and lunch at 1.00pm* observed that, “*Once students are energized to learn, they may not think of transferring to another school*”. Another response from Head Cook H3 indicated that,

“students were served with adequate quantities of food to avoid cases of students sneaking out of school because hunger”. In response as to whether students complain about the time of serving meals, Head Cook H4 said that, *“students complain about the time of serving meals to be adjusted to 12.30 pm to allow them enough time to relax before resuming classes at 2.00 pm”*. About the quality of meals served to students, Head Cook H5 said that, *“students complain because at times the meals are raw and hence igniting complains from students.”* Head Cook H6 said that, *“sometimes meals are raw because the cooks are given low pay as their salaries.”*

Principal P1 in one school noted that, *“the school cooks undergo medical checkup after every three months to instill confidence among the learners that school food handlers are medically fit to serve them”*. In another school, Principal P2 observed that, *“all school food stuffs are stored in the school store to avoid cases of pilferage by the school kitchen staff. When students know that their school has adequate food in store, they feel that their funds are not misused and this creates confidence in the school.”* Principal P3 noted that, *“sometimes students complain about the school menu because there are limited funds to implement the school menu as required.”* Another Principal P4 averred that, *“serving students with breakfast helped those students who come from far and are not able to take the breakfast at home.”*

This study finding is consistent with the works of Kamwenda (2015) whose theme was right quantity of school meals to learners. This thematic area of school feeding practices is consistent with the themes treated upon by the works of Oganga (2013), Kingori (2015) and Caroline (2016) who argue that school-feeding programme correlates strongly with student enrolment hence student retention. The study established that of all the 35 public secondary schools that were investigated, they had a menu for students.

4.10.4 Theme Four: Relationship between Instructional Practice and Retention

The study sought to investigate the relationship between instructional practices on student retention in public secondary schools Kisii County. The study used Principals in getting the required information about instructional practices and student retention in their schools. A total of 32 Principals were interviewed using an interview schedule. The aim of the interview was to establish if there was any relationship between instructional practices and student retention in their respective schools. Table 33

presents the Principals' responses to various student instruction practices and student retention in their schools.

Table 33: Principals' Responses on Instructional Practices on Student Retention in Schools

Response	Principals	
	Frequency(f)	Percent (%)
Yes	29	90.62%
No	2	9.38%
Total	32	100

The study revealed that majority of the principals (90.62%) agreed that instructional practices had a positive relationship with student retention in Public Secondary Schools while only 9.38% of the Principals disagreed that instructional practices do not have any relationship with student retention in Public Secondary Schools in Kisii County, Kenya. These findings are in line with the study findings of Umoh (2013) who noted that, proper instructional practices in schools in sub-Saharan Africa have been emphasized by various governments in the continent. Equally, as noted by Chemutai (2015), it is the primary role of the school principal to instill good instructional practices by teachers in the school.

The respondents comprising of principals were of the view that student instructional practices had a positive relationship with student retention in public secondary schools in Kisii County, Kenya. Principal P6 was of the opinion that, *“reporting to class in time sets the tone for learning and creates confidence among learners.* “Another Principal P7 posited that, *“when teachers and students don't miss lessons and assignments are given and marked, the performance of students improves leading to high student retention.”* In another school, a Principal P8 opined that, *“checking students' notes was a notable instructional practice in public secondary schools that ensured proper and early syllabus coverage. Proper syllabus coverage gives learners confidence to do well and hence improved retention of students.* “Principal P9 posited that, *“handling learners with courtesy while teaching enabled the learners to like the subject and hence do well in their academic performance.”* In another response from Principal P10 observed that, *“participation of students in co-curricular activities corroborated the*

effort of teachers in promoting the image of the school.”

This theme is consistent with the theme in the works of Umoh (2013) noted that, proper instructional practices in schools in sub-Saharan Africa have been emphasized by various governments in the continent. As noted by Chemutai (2015), it is the primary role of the school principal to instil good instructional practices by teachers in the school. These practices involve; reporting to class in time, not missing lessons, giving students assignments, marking of assignments and revising, checking students’ notes among many other practices (Catherine, 2014).

4.10.5 Theme Five: Relationship between Student Discipline Practices and Retention

The study sought to investigate the relationship between student discipline practices and student retention in Public Secondary Schools in Kisii County, Kenya. The study used Principals as interviewees to collect the required information concerning student discipline practices and retention of students in their respective schools. A total of 32 Principals were interviewed using an interview schedule. The principals were interviewed as to whether there was any positive relationship between student discipline and retention in their respective schools. The responses from the Principals are given in Table 34.

Table 34: Principals’ Response on Students’ Discipline Practices and Retention

Principals		
Response	Frequency(f)	Percent (%)
Yes	29	90.32%
No	3	9.38%
Total	32	100

The study revealed that 90.32% of the principals agreed that student discipline practices had a positive relationship with student retention in Public Secondary Schools in their schools. 9.38% of the Principals disagreed that discipline practices did not have any relationship with student retention in Public Secondary Schools in their schools. These findings are consistent with the works of Esther (2014) and Kiprop (2012) who noted that, in a school where indiscipline is rampant, parents withdraw their children leading to low student retention rate. In order to instil discipline to the learners in the school, the principal should take the lead and make teachers work as a team (Perry & Morris, 2014;

Meador, 2016). Andrea (2014) posited that, high levels of student discipline leads to improved student retention rates (Andrea, 2014). Grace and Teresa (2015) noted that discipline improves students' retention rate while indiscipline does exactly the opposite also echoed this.

The respondents comprising of Principals opined that there was a positive relationship between student discipline and student retention in public secondary schools in Kisii County, Kenya. Principal P12 observed that, *“schools with high standards of discipline have high enrolment and retention of students”*. In another school, Principal P13 recorded that, *“student discipline goes hand in hand with performance and retention.”* Another Principal P14 opined that, *“discipline creates a spirit of co-operation and team work leading to high performance and retention in schools.”* Also, it was observed by another Principal P15 that, *“student discipline enables learners to use their common sense and work towards achieving organizational goals. This may lead to high performance and improved retention of students.”* Principal P16 noted that, *“the use of guidance and counselling in schools is supposed to be stressed to eliminate cases of indiscipline in public secondary schools.”* Another Principal P17 asserted that, *“the involvement of parents in discipline issues of their children, greatly improved student discipline and in return their retention.”*

This theme in this finding is consistent with the theme in the works of Esther (2014) and Kiprop (2012) who points out that, in a school where indiscipline is rampant, parents withdraw their children leading to low student retention rate. In order to instil discipline to the learners in the school, the principal should take the lead and make teachers work as a team (Perry & Morris, 2014; Meador, 2016). Andrea (2014) posited that, high levels of student discipline leads to improved student retention rates (Andrea, 2014). Grace and Teresa (2015) noted that discipline improves students' retention rate while indiscipline does exactly the opposite also echoed this.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines the study's summary, conclusions, recommendations and suggestions on related areas for further studies.

5.2 Summary of the Findings

The main purpose of the study was to do an analysis of selected student management practices on retention in secondary education in Kisii County, Kenya. This was meant to inform on how to improve the retention rate of students in secondary education. Specifically the study was guided by five objectives that included a researcher's intent to be able to; investigate the relationship between student motivation practices and retention, to determine the relationship between student safety practices and retention, to examine the relationship between student feeding practices and retention, to investigate the relationship between student instructional practices and retention and finally to find out the relationship between student discipline practices and retention in public secondary schools in Kisii County, Kenya.

The study used correlational research design. To achieve the objectives of the study, data were collected from 525 respondents using questionnaires, interview schedules and document analysis. The subjects of the study were public secondary school Principals, Deputy Principals, Head cooks and students. For Deputy Principals and students data was collected using questionnaires while interview schedules were used for Principals and Head Cooks. Document analysis was also done to establish the retention rates in the schools. The study generated both quantitative and qualitative data. Quantitative data was analysed using descriptive and inferential statistics while qualitative data was analysed using thematic analysis. Summary of the findings are based on the objectives of the study.

The first concern of the researcher was to investigate the relationship between student motivational practices and retention in public secondary schools in Kisii County, Kenya. The analysis of Pearson Correlation Coefficient between student motivation practices and retention in Public Secondary Schools in Kisii County, Kenya, it was found out that there was a positive and a strong relationship ($r = .717$, $p\text{-value} < 0.05$) between student motivational practices and retention in public secondary schools in

Kisii County, Kenya. In testing the significance of the correlation, the results showed that the correlation was statistically significant since the p-value was less than the significance level (0.05) used. In establishing whether student motivation practices were a significant predictor of student retention in schools, the p-value of the regression coefficient for student motivation ($p=.0001$) was compared with the significance level of the study (.05). Since the p-value was less than the significance level of the study, it was concluded that, student motivation practices were significant predictors of student retention in schools. Thus the null hypothesis that there was no statistically significant relationship between student motivation practices and retention of students in public secondary schools in Kisii County, Kenya, was rejected at 0.05 alpha level.

In the second objective, the study sought to determine the correlation between the student safety practices and retention of students in public secondary schools in Kisii County, Kenya by doing Pearson Correlation Coefficient analysis. The analysis of the Pearson Correlation Coefficient showed that there was a strong and positive correlation ($r = .689$, $p\text{-value}<0.05$) between student safety practices and retention in public secondary schools in Kisii County, Kenya. The significance of the correlation was tested and established to be statistically significant at 0.05 alpha level. Thus, the null hypothesis that there was no statistically significant relationship between student safety practices and retention in public secondary schools in Kisii County, Kenya was rejected at 0.05alpha level.

The third objective of the study was to examine the correlation between student feeding practices and retention of students in Public Secondary Schools in Kisii County, Kenya. In order to examine this correlation, Pearson Correlation Coefficient was computed. The examination of Pearson correlation Coefficient showed that there was a strong and positive correlation ($r = .684$, $p\text{-value}<0.05$) between student feeding practices and retention in public Secondary schools in Kisii County, Kenya. The correlation between student feeding practices and retention in public secondary schools in Kisii County, Kenya was found not significant at 0.05 alpha level. Consequently, there was no enough evidence to reject the null hypothesis that there was no statistically significant relationship between student feeding practices and retention of students in public secondary schools in Kisii County, Kenya.

In the fourth objective, the study sought to establish the relationship between instructional practices and the retention of students in Public Secondary Schools in Kisii County, Kenya. This was done by computing Pearson Correlation Coefficient. The analysis of Pearson Correlation Coefficient indicated that there was a strong and positive correlation ($r = .844$, $p\text{-value} < 0.05$) between instructional practices and student retention in public secondary schools in Kisii County, Kenya. The correlation was statistically significant at 0.05 alpha level. As a result, the null hypothesis that there was no statistically significant relationship between instruction practices and retention of students in public secondary schools in Kisii County, Kenya was rejected at 0.05 alpha level. Thus, there was a statistically significant relationship between instructional practices and retention of students in public secondary schools in Kisii County, Kenya.

The fifth objective of the study was to find out the relationship between student discipline practices and retention in public secondary schools in Kisii County, Kenya. In order to examine the relationship, Pearson Correlation Coefficient was computed between the two variables under investigation. The Pearson correlation analysis indicated that there was a positive correlation ($r = .778$, $p\text{-value} < 0.05$) between student retention (dependent variable) and student discipline practices in Public Secondary Schools in Kisii County, Kenya. The correlation was statistically significant because the p-value was less than the significance level ($p\text{-value} < 0.05$). This implied that there was a significant correlation between student discipline practices and retention of students in public secondary schools in Kisii County, Kenya. Thus, the null hypothesis that there was no statistically significant relationship between student discipline practices and retention of students in Kisii County, Kenya was rejected at 0.05 alpha level.

5.3 Conclusions

The study achieved its objective of doing an analysis between student motivation practices, student safety practices, student feeding practices, student instructional practices and student discipline practices and retention in public secondary schools in Kisii County. Based on the study findings, several conclusions were arrived at in terms of objectives as follows:

5.3.1 Relationship between Student Motivation Practices and Retention in Public Secondary Schools in Kisii County, Kenya

On the relationship between student motivation practices and retention in Public Secondary Schools in Kisii County, it was found out that there was a statistically significant relationship between the two variables. Correlation analysis results informed a conclusion on the existence of a positive between motivation practices and student retention. Further, multiple linear regression analysis results informed a conclusion that students motivation practices was key in influencing student retention. This means that school management practices for students' motivation addresses students' satisfaction and retention as major factors. This was also supported by school principals interviewed, for example Principal P19 noted that, *“motivation energizes students, making them to strive for better grades. When academic grades are improved in a school, retention of students improves simultaneously”*. Another Principal P22 opined that, *“student involvement in school governance through student council was motivating, hence influencing retention of students in the school”*. Therefore, the null hypothesis of the study was rejected at 0.05 alpha level. Consequently, the study proposes giving prizes to all stakeholders, motivating learners while teaching, verbal encouragement by teachers on good performance in academic work, allowing democratic participation by all in the school, encouraging the spirit of team work in the school, encouraging educational trips by learners as being some of the student motivation practices that influences students' retention in Public Secondary Schools in Kisii County, Kenya.

5.3.2 Relationship between Student Safety Practices and Retention in Public Secondary Schools in Kisii County, Kenya

From the study findings, it was revealed that there was a statistically significant relationship between student safety practices and retention of students in Public Secondary Schools in Kisii County, Kenya. From the qualitative findings, Principal P26 noted that, *“student safety was even a Ministerial directive and therefore all schools need to offer maximum security to learners and institutions of learning to guarantee improved student retention.”* Principal P28 averred that, *“schools with robust student safety measures enjoyed high student retention compared to those that don't have these safety interventions. “This therefore means that student safety practices were an important factor in determining retention of students in Public Secondary Schools. This*

led to the rejection of the null hypothesis at 0.05 alpha level that there was no statistically significant relationship between student safety practices and retention of students in public secondary schools in Kisii County, Kenya. Hence, it was concluded that providing enough security in the school by engaging the required personnel, ensuring that there are no cases of bullying in the school, ensuring that the school is properly fenced, ensuring that the school has a waste disposal that is well maintained, regular repairs and maintenance practices on school property, advising learners on how to handle disaster and trauma in case they happen, ensuring that learners with special needs are catered for in the school in terms of provision of their special facilities, regular checks on school facilities to ensure their proper functioning and safety, are among the student safety practices that create conducive environment for student learning, thus influencing the student retention in Public Secondary Schools in Kisii County.

5.3.3 Relationship between Student Feeding Practices and Retention in Public Secondary Schools in Kisii County, Kenya

With regard to the relationship between student feeding practices and retention of students in Public Secondary Schools in Kisii County, it was discovered that there was no enough evidence to show a statistically significant relationship between student feeding practices and retention of students in public secondary schools in Kisii County, Kenya. This implies failure to reject the third null hypothesis of this study despite some Head Cooks opined that student feeding practices had a positive relationship with student retention in their respective secondary schools in Kisii County. For instance Head Cook H1 was of the view that, *“Once students are energized to learn, they may not think of transferring to another school”*. Another response from Head Cook H3 indicated that, *“students were served with adequate quantities of food to avoid cases of students sneaking out of school because hunger”*. Consequently, the study concluded that student feeding practices such as ensuring that students’ meals are properly cooked, Provision of a balanced diet to learners, providing meals as an incentive to retain learners in school, ensuring that food handlers are medically fit to handle learners’ meals, safe keeping of foodstuffs to avoid food contamination, Provision of clean water for use by learners, giving meals as a source of nutrition to learners and provision of breakfast to learners every day are among practices need to be improved in order to improve students retention in public secondary schools in Kisii County, Kenya.

5.3.4 Relationship between Instructional Practices and Retention in Public Secondary Schools in Kisii County, Kenya

The study also revealed that there was a statistically significant relationship between instructional practices and retention of students in Public Secondary Schools in Kisii County, Kenya. This was further supported by respondents comprising of principals who were of the view that student instructional practices had a positive relationship with student retention in public secondary schools in Kisii County, Kenya. For instance Principal P7 had the opinion that, *“when teachers and students don’t miss lessons and assignments are given and marked, the performance of students improves leading to high student retention. “In another secondary school, Principal P8 indicated that, “checking students’ notes was a notable instructional practice in public secondary schools that ensured proper and early syllabus coverage. Proper syllabus coverage gives learners confidence to do well and hence improved retention of students.”* This therefore means that the null hypothesis of this study was rejected at 0.05 alpha level. Thus, following up those students who do not do homework, encouraging parents to ensure regular school attendance by learners, Using a variety of teaching methods when teaching in class, encouraging learners to have group discussions, discussing with the parents on the progress of their children, using appropriate teaching and learning aids when teaching and discussing with the parents on the progress of their children are among the student instructional practices that influence student retention in Public Secondary Schools in Kisii County, Kenya.

5.3.5 Relationship between Student Discipline Practices and Retention in Public Secondary Schools in Kisii County, Kenya.

The last objective of the study was to find out the relationship between student discipline practices and retention in public secondary schools in Kisii County, Kenya. The research findings revealed that there was a statistically significant relationship between student discipline practices and retention of students in Public Secondary Schools in Kisii County, Kenya. For example, Principal P17 and Principal 14 gave out their opinion that, *“the involvement of parents in discipline issues of their children, greatly improved student discipline and in return their retention”* and *“discipline creates a spirit of co-operation and team work leading to high performance and retention in schools”* respectively. Thus, the fifth null hypothesis of this study was rejected at 0.05 alpha level. Consequently, ensuring that there is no bullying of other

students in the school, ensuring that there is no practice of theft among learners in the school, following of school rules and regulations by learners, ensuring that parents attend school functions as required, parental involvement on learner discipline cases and ensuring that learners do all class assignments as given by teachers are among the student discipline practices that influence the student retention in Public Secondary Schools in Kisii County, Kenya.

5.4 Recommendations

The study makes the following recommendation to be worked upon as a way of improving school management practices and student retention in Public Secondary Schools in Kenya.

On the influence of student motivation practices and retention, the findings of the study found out that there was a statistically significant relationship between the two variables. Therefore, in terms of practice the study recommends that material rewards should be given to students for them to do better in all areas in the school and for encouragement. This is because material rewards play a crucial role in encouraging learner's academic achievement and retention in the school. In addition, the school management should encourage the spirit of teamwork in the school and more especially in decision making on important matters affecting the school programmes. The study also recommends that students should be involved more in decision making in their schools to motivate them. This is because students' participation in the process of decision-making will enable them to give out their grievances and needs that will create a sense of involvement in school matters. In addition, students who have responsibilities in school should be given responsibility rewards to motivate them. In addition, Public secondary schools should embrace the total rewards philosophy as they seek to attract, motivate and retain students in schools. In terms of policy, the government should initiate a policy of motivation in schools that ensures provision of material rewards for students and teachers to do better in all areas in the school. This can be achieved through the establishment of a special kitty at County or National level that will be motivating students in their different capacities such as in academics. This will in turn improve their retention in secondary schools.

On the relationship between student safety practices and retention, the study findings found out that student safety practices were an important factor in determining their

retention in school. Thus, in terms of practice the study recommends that school management should provide enough security in the school by engaging trained security personnel and by addressing all security concerns in the school. The school management should also ensure that there are no cases of bullying in the school as such cases demotivate learners, thus affecting their retention. School principals should also ensure that construction and maintenance of fences and lockable gates is done to reduce cases of students sneaking out of school and unauthorized persons from entering the school compound. By so doing, this will enhance school safety and a collaborative approach to the implementation of safety policies in secondary schools. Schools near noise places such as roads or shopping centres should install soundproof roofing and sideboards in their classes to reduce the noise from outside the classes that is likely to interrupt teaching and learning process. Also on school safety concerns, cases of drugs, alcohol and substance abuse should be eliminated from schools to reduce student absenteeism that may reduce the retention rates in the school. In terms of policy, the Government of Kenya in conjunction with the Ministry of Education should conduct regular checks in schools to ensure that schools comply with safety manual guidelines already in schools. Standards of school facilities should be checked regularly to ensure their proper functioning, safety and security. In addition, the Ministry of Education should ensure that secondary school principals peg admission to class space to avoid over-crowding in schools and provide all secondary schools with adequate funds to implement safety policies. On the same note, the Ministry of Education should come up with better policies that will ensure that emergency drills are conducted regularly in secondary schools to enhance preparedness and purchase of the required number of first aid kits and fire extinguishers. Finally, the Ministry of Education should institute safety education training programme that will be compulsory for teachers and students in secondary schools so that students and teachers know how to use safety equipment like the fire extinguishers among others.

On objective number three, the study reported that provision of enough quantity of school meals to learners and provision of a balanced diet to learners had a positive relationship with student retention in secondary schools. However, this relationship was not statistically significant as was revealed by the regression analysis results. In terms of practice, the study recommends that the Public Secondary School Management should provide a balanced diet to learners and ensuring that food handlers are medically

fit to handle learners' meals. In terms of policy, the study recommends that there should be a government policy to subsidise the cost of foodstuffs in public secondary schools in Kenya. This will ensure that enough foodstuffs are available in schools and provided to learners in public secondary schools in adequate quantities. Moreover, the government should provide more support for the feeding programmes and ensure that there is proper and regular feeding programme in all secondary schools to enhance student retention.

On the relationship between instructional practices and retention, the study findings showed that there was a significant positive correlation with the retention of students in public secondary schools. This relationship was found out to be statistically significant as was revealed by the regression analysis between the two variables. Hence, in terms of practice, the study recommends that Principals, Deputy Principals and teachers should encourage learners to have group discussions and following up those students who do not do homework for better performance in education. Further, the school administration should have frequent barazas with students for them to vent out their frustrations, fears and dissatisfactions. This will help reduce chaos within the school hence improving academic achievement that will enhance retention rates. In addition, the study recommends that there is need to retrain teachers to be competent and meet high standards in teaching. It is expected that this will result in reasonable improvement of students' performance enabling them to develop and acquire high-level skills, knowledge and favourable attitudes needed for career development, national development and solving of emerging national and global challenges. In terms of policy, the study recommends that the Government should develop suitable policies to adequately distribute diversified teaching and learning resources materials for secondary schools. This will ensure adequate availability of teaching and learning materials in public secondary schools in Kenya for use by learners and teachers. Adequate teachers should be deployed to teach in public secondary schools. The Ministry of Education should also strengthen schools' monitoring system to ensure proper instructional delivery in schools and total compliance to policy issues such as no repetition of students in classes.

On the relationship between student discipline practices and retention, the study findings revealed that student discipline was statistically significant in determining the student retention. Therefore, in terms of practice the study recommends that the Public

Secondary School Management and all other relevant stakeholders should ensure that students abide by the stipulated school rule and regulations. This can be done by interpreting school rules and regulations to the students so that they may understand their implications. Recommended also was the issue of revising the school rules and regulations so that they are in tandem with the current education policies that govern the discipline management of students in secondary schools. The government should strengthen the use of alternative disciplinary methods through sensitization of all stakeholders on the significance of each alternative disciplinary method in order to enhance ownership of decisions made at institutional levels by all stakeholders. In terms of policy, the study recommends that the government should review the use of all disciplinary methods in secondary schools and provide policy guidelines on the best alternative disciplinary methods to be used in the management of students' discipline in all learning institutions. In addition, the use of trained guidance and counselling officers and chaplains in each school would help in improving discipline levels of students in public secondary schools in Kenya.

5.4.1 Recommendations for Further Research

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

- i. There should be a research on other practices such as classroom management practices' influence on students' retention in public secondary schools since this study only focused on motivation, safety, feeding, instructional and discipline practices in public secondary schools within Kisii County.
- ii. There is a need to have a similar study replicated in tertiary training institutions since this study focused on Secondary Schools.
- iii. This study did an analysis of selected student management practices and retention in public secondary schools in Kisii County. Hence, a similar study on private secondary schools can be a source for further research.
- iv. The research should be replicated in other different Counties in Kenya to have a larger picture of the situation in the whole country since this study focused on public secondary schools within Kisii County.

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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

This questionnaire is developed to help in obtaining data for the study on, “*Influence of Selected Student Management Practices on Retention of Students in Public Secondary Schools in Kisii County, Kenya*”. Please read the items diligently and provide the necessary responses accordingly. Unless specified otherwise, use a tick to indicate your response.

SECTION A: BACKGROUND INFORMATION

1. Indicate your age in years
 - a) 15-16 years [] b) 17-18 years []
2. Indicate your gender
 - a). Male [] b). Female []
3. For how long have you been in your current school?
 - a) 1 Year [] b) 2 Years [] c) 3 Years [] d) 4 Years []
4. Indicate the category of school.
 - a) National [] b) Extra-county [] c) County [] d) Sub-county []
5. What is the size of your school in terms of streams?
 - a) Single-stream [] b) Double stream [] c) Triple-stream []
 - d) Others (specify):

I. SECTION B: STUDENTMANAGEMENT PRACTICES

STUDENT MOTIVATION PRACTICES

Rate the following student motivation practices in your school based on a scale of 1-4 rated as follows; 1=Strongly Disagree 2=Disagree 3= Agree 4= Strongly Agree

		Responses			
S/N	The following motivation practices have a relationship with retention of students in my school	1(SD)	2(D)	3(A)	4(SA)
i.	giving verbal encouragement on good performance in academic work				
ii.	giving material rewards to do better in all areas in the school				

iii.	teachers acting as good role models in the school				
iv.	motivating students while teaching				
v.	allowing democratic participation by all in the school				
vi.	giving prizes to all stakeholders				
vii.	encouraging the spirit of team work in the school				
viii.	acting on issues raised by learners and other stake holders about the school				
ix.	encouraging educational trips by learners				
x.	encouraging good use of leisure time in the school				
xi.	not carrying over learners' past problems to the present				
xii.	not encouraging the practice of gender stereotypes in the school				
xiii.	encouraging parents to attend school functions				
xiv.	encouraging school barazas where students air their concerns about the school				
xv.	encouraging general cleanliness of the school premises				

II. STUDENT SAFETY PRACTICES

Rate the relationship between the following student safety practices and student retention in your school on a scale of 1-4 rated as follows;

1=Strongly Disagree (SD) 2=Disagree (D) 3= Agree (A) 4= Strongly Agree (SA)

Responses

S/N	The following student safety practices have a relationship with student retention in my school	1(SD)	2 (D)	3(A)	4(SA)
i.	The principal/deputy principal making regular checks on school facilities to ensure their proper functioning and safety				
ii.	ensuring that physically challenged learners are taken care of as required in the school				
iii.	Ensuring that sick cases among the learners get immediate medical attention				
iv.	providing enough security in the school by engaging the required personnel e.g. watchmen				
v.	ensuring that there are no cases of bullying in the school				
vi.	ensuring that learners with special needs are catered for in the school in terms of provision of their special facilities				
vii.	advising learners on how to handle disaster and trauma in case they happen				
viii.	ensuring that the school is properly fenced				
ix.	ensuring that all people entering the school are registered and directed at the school gate				
x.	ensures that classroom doors are opening outwards				
xi.	ensuring that the school compound is clean to avoid incidences of diseases				
xii.	the principal making regular repairs and maintenance practices on school property				
xiii.	ensuring that the school lavatories are treated				

	with disinfectants regularly				
xiv	ensuring that the school has a waste disposal that is well maintained				
xv	ensuring that the school windows have no grills				

STUDENT FEEDING PRACTICES

Rate the relationship between the following student feeding practices and the retention of students in your school based on a scale of 1-4 rated as follows;

1=Strongly Disagree (SD) 2=Disagree (D) 3= Agree (A) 4= Strongly Agree (SA)

Responses

S/N	The following feeding practices have a relationship with student retention in my school	1(SD)	2(D)	3(A)	4(SA)
i.	cooking meals properly				
ii.	learners taking their meals as scheduled/ at the right time				
iii.	provision of enough quantity of school meals to learners				
iv.	Ensuring that balanced diet is given to learners				
v.	providing meals as an incentive to retain learners in school				
vi.	ensuring that food handlers are medically fit to handle learners' meals				
vii.	ensuring safe keeping of foodstuffs to avoid food contamination				
viii.	ensuring that there is a menu for meals to learners				
ix.	ensuring that food preparation places are clean				
x.	maintaining a waste disposal for hygiene purposes				

xi	ensuring that there is clean water for use by learners				
xii	provision of breakfast to learners every day				
xiv	ensuring that there is lunch given to learners every day				
xv	giving meals as a source of nutrition to learners				

THANK YOU

APPENDIX II: QUESTIONNAIRE FOR DEPUTY PRINCIPALS

This questionnaire seeks to obtain data for the study on, “*Relationship Between Selected Student Management Practices and Retention of students in Public Secondary Schools in Kisii County, Kenya*”. Kindly read the items diligently and provide the necessary responses accordingly. Unless specified otherwise, use a tick to indicate your response.

SECTION A: BACKGROUND INFORMATION

1. Indicate your gender
 - a) Male [] b) Female []
2. Indicate your age bracket
 - a) Below 35 years [] b) 35-45 years [] c) Above 45 years []
3. What is your highest level of academic qualification?
 - a) Certificate [] b) Diploma [] c) Bachelors’ [] d) Masters []
 - e) Others (specify):
4. Indicate your work experience as a teacher
 - a) 5 years and below [] b) 6 – 20 years [] c) 21- 40 years []
5. How long have you worked in your current station as a deputy principal?
 - a) 5 years and below [] b) 6 – 10 years [] d) 10 above years []
6. Indicate the category of school.
 - a) National [] b) Extra-county [] c) County [] d) Sub-county []
7. What is the size of your school in terms of streams?
 - a) Single-stream [] b) Double stream [] c) Triple-stream []
 - d) Others (specify):

SECTION B: STUDENT MANAGEMENT PRACTICES

I. STUDENT INSTRUCTIONAL PRACTICES

Rate the relationship between the following student instructional management practices and the retention of students in your school based on a scale of 1-4 rated as follows;

1= Strongly Disagree (SD) 2=Disagree (D) 3= Agree (A) 4= Strongly Agree (SA)

		Responses			
S/N	The following instructional practices have a relationship with retention of students in my school	1(SD)	2(D)	3(A)	4(SA)
i.	counselling students who don’t do well in				

	class				
Ii	Stressing on regular class attendance by all learners				
Iii	raising constructive criticism when teaching				
Iv	following up those students who do not do home work				
V	encouraging parents to ensure regular school attendance by learners				
Vi	marking assignments /homework in time and giving timely feedback/revision to learners				
Vii	advising parents to buy supplementary reference materials for their children				
Viii	discussing with the parents on the progress of their children				
Ix	encouraging learners to have group discussions				
X	using a variety of teaching methods when teaching in class.				
Xi	encouraging learners to actively participate in co-curricular activities				
Xii	ensuring that students do not miss classes/lessons				
Xiii	encouraging students to attend pastoral program in the school every week				
Xiv	ensuring that the school has enough teaching and learning materials in the school				
Xv	Teachers using appropriate teaching aids when teaching				

II. STUDENT DISCIPLINE PRACTICES

Rate the relationship between the following student discipline management practices and the retention of students in your school based on a scale of 1-4 rated as follows;
1=Strongly Disagree (SD) 2=Disagree (D) 3= Agree (A) 4= Strongly Agree (SA)

Responses

S/N	The following student discipline practices have a relationship with student retention in my school	1(SD)	2(D)	3(A)	4(SA)
i.	handling learners with courtesy				
ii.	ensuring no practice of bullying other students in the school				
iii.	ensuring prompt response to bells by students				
iv.	encouraging movement by running by all learners while in school				
v.	acquisition of all the required basic needs in the school by learners				
vi.	wearing school uniform by learners				
vii.	Learners handling teachers with respect				
viii.	use of guidance and counselling department in sorting out learners' social problems				
ix	ensuring no practice of boy –girl relationships in the school				
x.	ensuring no practice of theft in the school				
xi.	following of school rules and regulations by learners				
xii.	encouraging parents to attend school functions as required				
xiii.	Ensuring no student reports to school late				
xiv.	parental involvement on learner discipline cases				
xv.	doing all class assignments by learners				

THANK YOU

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS

This interview schedule seeks to obtain data for the study on, “*Relationship between Selected Student Management Practices and Retention of students in Public Secondary Schools in Kisii County, Kenya*”. This is an interview schedule for principals of sampled schools for purposes of collecting the required information for this study. Kindly provide the necessary responses accordingly.

SECTION A: BACKGROUND INFORMATION

1. Indicate your gender
a) Male [] b) Female []
2. Indicate your age bracket
a) Below 35 years [] b) 35-45 years [] c) Above 45 years []
3. What is your highest level of academic qualification?
a) Certificate [] b) Diploma [] c) Bachelors’ [] d) Masters []
e) Others (specify):
4. Indicate your work experience as a teacher
a) 5 years and below [] b) 6 – 20 years [] c) 21- 40 years []
5. How long have you worked in your current station as a principal?
a) 5 years and below [] b) 6 – 10 years [] d) 10 above years []
6. Indicate the category of school.
a) National [] b) Extra-county [] c) County [] d) Sub-county []
7. What is the size of your school in terms of streams?
a) Single-stream [] b) Double stream [] c) Triple-stream []
d) Others (specify):

SECTION B: STUDENT MANAGEMENT PRACTICES

In your own opinion, do the following student management practices have a relationship with the retention of students in this school?

- 1a). Student motivation practices
 - i. Yes [] ii. No []
 - b). If yes, state how.....
.....
.....
.....
.....

2a). Student safety practices

- i. Yes [] ii. No []

b). If yes, state how

.....
.....
.....
.....

3a). Student feeding practices

- i. Yes [] ii. No []

b). If yes, state how.

.....
.....
.....
.....
.....

4a). Student instructional practices

- i. Yes [] ii. No []

b). If yes, state how.

.....
.....
.....
.....
.....

5a). Student discipline practices

- i. Yes [] ii. No []

b). If yes, state how

.....
.....
.....
.....
.....

THANK YOU

APPENDIX IV: INTERVIEW SCHEDULE FOR HEAD COOKS

This interview schedule seeks to obtain data for the study on, “*Relationship between Selected Student Management Practices and Retention of students in Public Secondary Schools in Kisii County, Kenya*”. This is an interview schedule for head cooks of sampled schools for purposes of collecting the required information for this study. Kindly provide the necessary responses accordingly.

SECTION A: BACKGROUND INFORMATION

- 1. Indicate your gender
 - a) Male [] b) Female []
- 2. Indicate your age bracket
 - a) Below 35 years [] b) 35-45 years [] c) Above 45 years []
- 3. What is your highest level of academic qualification?
 - a) Certificate [] b) Diploma [] c) Bachelors’ [] d) Masters []
 - e) Others (specify):
- 4. Indicate your work experience as a cook
 - a) 5 years and below [] b) 6 – 20 years [] c) 21- 40 years []
- 5. How long have you worked in your current station as a cook?
 - a) 5 years and below [] b) 6 – 10 years [] d) 10 above years []

SECTION B: STUDENT FEEDING PRACTICES.

1a). In your own opinion, do the student feeding practices have a relationship with retention of students in this school?

- i. Yes [] ii. No []

b). If yes, state how.....
.....
.....
.....
.....

1. a). Do the students complain about the time of taking meals in the school?.....
.....
.....

b) If yes, why?

2a).Does the school provides enough quantity of meals to students?

.....
.....
.....

b). If No, why?
.....
.....
.....

3. a).Do students complain about the quantity of food served?.....
.....
.....

b). If yes, why?
.....
.....

4. How often do the school cooks go for medical check-ups?
.....
.....
.....

5. a).Do students complain about storage of school
foodstuffs?.....
.....

b).If yes, why?.....
.....
.....

6.a).Do then students like the school menu?.....
.....
.....

b).If no, why.....
.....
.....

7. a) Do students complain about the quality of breakfast in the school?

.....

b) If yes, why?

.....

.....

.....

.....

THANK YOU

APPENDIX V: DOCUMENT ANALYSIS CHECKLIST

The tool is meant to help the researcher to collect and analyse data from documents available in the school records. Particularly, class registers and class lists for form ones in the years 2016, 2017 and 2018.

COHORT OF STUDENTS (C)	YEAR	POPULATION OF STUDENTS IN FORM ONE AS AT 2016, 2017 & 2018	POPULATION OF STUDENTS IN SCHOOL AS AT 2019	RETENTION RATE (%)
C1	2016			
C2	2017			
C3	2018			
AVERAGE				

APPENDIX VI: SAMPLE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

Source: Krejcie & Morgan (1970)

APPENDIX VII: AN INTRODUCTORY LETTER

LAMECH SIKO ONGIGE

P.O BOX 44-40204, OGEMBO

5TH JULY 2019

TO WHOM IT MAY CONCERN.

Dear Sir/ Madam,

RE: REQUEST FOR RESEARCH DATA

I am a PhD student at Kabarak University, required to submit as part of my course work assessment, a research thesis on; “*An Analysis of Selected Student Management Practices and Retention in Secondary Education in Kenya*”. Your school has been selected as one of the schools for this study.

Kindly consider this letter as a humble request to participate in this research. I therefore kindly ask for your assistance in collecting information by completing the questionnaire hereby attached. The responses and all information provided will be purely for academic purposes and shall be treated with utmost confidentiality. The findings of the study shall be availed to you upon request.

Your assistance and co-operation will be highly appreciated.

Thank you in Advance.

Yours Faithfully,

Lamech Siko Ongige

PhD Student in Education Management and Leadership

Kabarak University.

Tel. 0727838984.

APPENDIX VIII: UNIVERSITY TRANSMITTAL LETTER

KABARAK

Private Bag - 20157
KABARAK, KENYA
<http://kabarak.ac.ke/institute-postgraduate-studies/>



UNIVERSITY

Tel: 0773 265 999
E-mail: directorpostgraduate@kabarak.ac.ke

BOARD OF POSTGRADUATE STUDIES

17th April, 2019

The Director General
National Commission for Science, Technology & Innovation (NACOSTI)
P.O. Box 30623 – 00100
NAIROBI

Dear Sir/Madam,

RE: LAMECK SIKO ONGIGE- REG. NO. GDE/M/1206/09/15

The above named is a Doctor of Philosophy student at Kabarak University in the School of Education. He is carrying out research entitled “**Influence of Selected Student Management Practices on Retention of Students in Public Secondary Schools in Kisii County, Kenya**”. He has defended his proposal and has been authorized to proceed with field research.

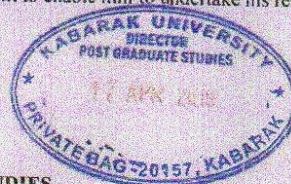
The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide him with a research permit to enable him to undertake his research.

Thank you.

Yours faithfully,

Dr. Betty Tikoko
DIRECTOR, POSTGRADUATE STUDIES



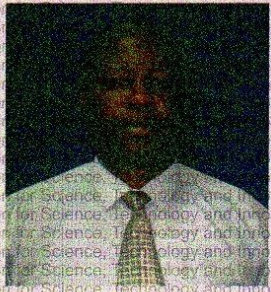
Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)



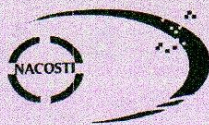
APPENDIX IX: NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/19/14891/29853**
MR. LAMECH SIKO ONGIGE **Date Of Issue : 23rd May, 2019**
of KABARAK UNIVERSITY, 44-40204 **Fee Received :Ksh 2000**
OGEMBO,has been permitted to conduct
research in Kisii County
on the topic: INFLUENCE OF SELECTED
STUDENT MANAGEMENT PRACTICES ON
RETENTION OF STUDENTS IN PUBLIC
SECONDARY SCHOOLS IN KISII COUNTY,
KENYA
for the period ending:
23rd May,2020



Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation

APPENDIXX: NACOSTI RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/14891/29853**

Date: **23rd May 2019**

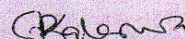
Lamech Siko Ongige
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of selected student management practices on retention of students in Public Secondary Schools in Kisii County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **23rd May, 2020**.

You are advised to report to **the County Commissioner, and the County Director of Education, Kisii County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

Authorized

COUNTY COMMISSIONER
KISII COUNTY

APPENDIX XI: KISII COUNTY RESEARCH AUTHORIZATION



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESECH/86

DATE: 31st May, 2019


Lamech Siko Ongige
Kabarak University
Private Bag -20157
KABARAK

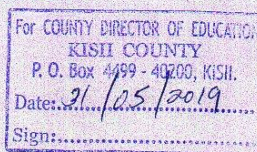
RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter **Ref. NACOSTI/ P/19/14891/29853** to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in Kisii County on **"Influence of selected student management practices on retention of students in Public Secondary Schools in Kisii County, Kenya"** for a period ending, **23rd May, 2020.**

Wish you a successful research.

For 
Pius Ng'oma
County Director of Education
KISII COUNTY.



APPENDIX XII: MAP OF KISII COUNTY

