RELATIONSHIP BETWEEN SELECTED MANAGEMENT PRACTICES AND SCHOOL COMPLETION RATES: A PERSPECTIVE OF SECONDARY SCHOOL STUDENTS IN SAMBURU EAST SUB-COUNTY, KENYA

CECILIA KIMOSOP

A Research Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University in Partial Fulfillment of the Requirement for the Award of Masters Degree in Education Management and Leadership

KABARAK UNIVERSITY

OCTOBER, 2020

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Signature:…… Date:……

Prof. Frederick B. J. A. Ngala, PhD

Department of Education

School of Education

KABARAK UNIVERSITY

Signature:…… Date: …….

Dr. Betty J. Tikoko

Department of Education

School of Education

KABARAK UNIVERSITY

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DEDICATION

I dedicate this research thesis to my late father Mr. Benjamin Kimosop Chebon and my mother Roseline Chebon, my beloved children Nicole Jeptoo and Luis Kipruto; my brothers and sisters for their continuous support and also to Wamba Girls Secondary School fraternity, my place of work.

ABSTRACT

Low secondary school completion rates have been linked to factors such as social-economic and social-cultural characteristic of students, low intrinsic motivation to learn, parental influence and lack of role models in the community among others. However, previous studies in Kenya and specifically in Samburu County have not established links between school management practices and secondary school completion rates. The purpose of this study was to establish the relationship between management practices and secondary school completion rates in Samburu East Sub-county, Kenya. The objective of this study was to investigate the relationship between selected school cultures, selected user education costs, availability of selected instructional resources, selected student motivational practices and selected classroom instruction on secondary school completion rates in Samburu East Sub-county, Kenya. The study adopted descriptive survey research design. The study was guided by influential theory by Finn (1993). The target population was 254 Form Four students derived from 7 secondary schools in Samburu East Sub-county, Kenya. The sample size of the study was 156 form four students who participated in the study as respondents. The 7 schools included in the study were sampled on the basis of the fact that they had student cohorts who sat for Kenya Certificate of Secondary Education examination. Data was collected using questionnaire. Content validity was used to validate the instrument also validity was ensured through expert opinions. Piloting was done and reliability was tested using Pearson Product Moment Correlation. Coefficient value of above 0.7 was obtained therefore, the questionnaire was reliable. Stratified and simple random sampling technique was used to obtain respondents. Data were analyzed using descriptive and inferential statistics. Quantitative data was analyzed using mean, frequencies, percentages and Pearson Correlation Coefficient. The findings were presented in tables. Pearson Correlation Coefficient was used to test the hypothesis at a threshold of 0.5 alpha level. The study established that there exists a positive and significant relationship ($r = .472$, $P=0.000$) between school cultures and secondary school completion rates. The study further established that there exists a positive and significant relationship ($r = .294$, $P=0.000$) between user student education costs and secondary school completion rates in Samburu East Sub-county. In addition, the study established that there exists a positive and significant relationship ($r = .540$, $P=0.000$) between provision of instructional resources and secondary school completion rates in Samburu East Sub-county. The study also established that there exists a positive and significant relationship ($r = .544$, $P=0.000$) between student motivational practices and secondary school completion rates in Samburu East Sub-county. Finally, the study established that there exists a negative but significant relationship ($r = -0.194$, $P=0.000$) between classroom instructional practices and secondary school completion rates in Samburu East Sub-county. The researcher concluded that there statistically significant relationship between school cultures, user education costs, availability of instructional materials, student motivational and classroom instructional practices and secondary school completion rates at 0.05 alpha level. The researcher recommends that the Ministry of Education, TSC, Head Teachers and parents should collaborate in matters related to school management practices so as to improve secondary school completion rates.

Keywords: *School Culture, Education Costs, Instructional Resources, Student Motivational Practices, Instructional Practices and Secondary School Completion Rates.*

TABLE OF CONTENTS

DECLARATION ..... **ii**
RECOMMENDATION ..... **iii**
COPYRIGHT ..... **iv**
ACKNOWLEDGEMENT ..... **v**
DEDICATION ..... **vi**
ABSTRACT ..... **vii**
TABLE OF CONTENTS ..... **viii**
LIST OF TABLES ..... **xii**
LIST OF FIGURES ..... **xiii**
ABBREVIATIONS AND ACCRONYMS ..... **xiv**
OPERATIONAL DEFINITION OF KEY TERMS ..... **xv**
CHAPTER ONE:INTRODUCTION **1**
1.1 Introduction 1
1.2 Background to the Study 1
1.3 Statement of the Problem 7
1.4 Purpose of the Study 8
1.5 Objectives of the Study 8
1.6 Research Hypotheses 9
1.7 Significance of the study 9
1.8 Scope of the Study 10
1.9 Limitations of the Study 11
1.10 Assumptions of the Study 11
CHAPTER TWO:LITERATURE REVIEW **12**
2.1 Introduction 12
2.2 General Overview of Secondary School Completion Rates 12
2.3 Reinforcement of School Cultures and Secondary School Completion Rates 14
2.3.1 Management Practices Related toSchool Cultures and Secondary School Completion Rates 19
2.4 User Education Costsand Secondary School Completion Rates 21
2.4.1 Management Practices Related to user Education Costs and Secondary School Completion Rates 25
2.5 Availing of Instructional Resource and Secondary School Completion Rates 28

2.6 Student Motivational Practices and Secondary School Completion Rates 31
2.7 Classroom Instructional and Secondary School Completion Rates 33
2.7.1 Management Practices Related to Classroom Instruction and Secondary School Completion Rates..... 36
2.8 Theoretical Framework..... 37
2.9 Conceptual Framework..... 40
CHAPTER THREE:RESEARCH DESIGN AND METHODOLOGY 42
3.1 Introduction..... 42
3.2 Research Design 42
3.3 Location of Study 42
3.4 Population of the Study 43
3.5 Sampling Procedure and Sample Size 43
3.5.1 Sampling Procedure..... 43
3.5.2 Sample Size 44
3.6. Instrumentation 44
3.6.1 Pilot Study 45
3.6.2 Validity of the Instrument..... 46
3.6.3 Reliability of the Instrument 46
3.7 Data Collection Procedure 47
3.8 Data Analysis..... 48
3.9 Ethical Consideration..... 50
CHAPTER FOUR:DATA ANALYSIS, PRESENTATION AND DISCUSSION... 51
4.1. Introduction..... 51
4.2. Response Rate..... 51
4.3 Demographic Information Related to the Respondents 51
4.4 Study Findings Related to Management Practices and Secondary School Completion Rates 53
4.4.1 Reinforcing School Culture and Secondary School Completion Rates..... 53
4.4.3 Correlation between Reinforcing School Cultures and Secondary Completion Rates 57
4.4.4 T-test for Reinforcing School Cultures by Gender 57
4.4.5 Difference in Reinforcing School Cultures by School Categories 58
4.5 User Education Costs Practices and Secondary School Completion Rates..... 59

4.5.1 Percentages of User Education 59
4.5.2 Correlation between User Education Cost and Secondary School Completion Rates … 64
4.5.3 T-Test of User Education Costs Practices by Gender 64
4.5.4 Difference in User Education Costs by School Categories 65
4.6 Availing of Instructional Resources and Secondary School Completion Rates 66
4.6.1 Percentages of Availing Instructional Resources in Secondary Schools 66
4.6.3 T-Test on Availing Instructional Resources by Gender 71
4.6.4 Difference in Availing Instructional Resources by School Categories 71
4.7 Student Motivation Practices and Secondary School Completion Rates 72
4.7.2 Correlations between Students Motivational Practices and Secondary School Completion Rates 76
4.7.3 T-Test on Student Motivation Practices and Secondary School Completion Rate by Gender 76
4.7.4 Difference in Students Motivational Practices by School Categories 77
4.8 Classroom Instructional Practices and Secondary School Completion Rates 78
4.8.1. Percentages of Classroom Instructional Practices 78
4.8.2 Correlations between Classroom Instruction and Secondary School Completion Rates 81
4.9 Multiple Regression Analysis 83
4.9.1 Regression Model Summary 83
4.9.2 Multiple Regression Coefficients 84
4.10 Hypothesis Testing 85
CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 88
5.1 Introduction 88
5.2 Summary of Findings 88
5.2.1 Findings of Reinforcing School Culture and Secondary School Completion Rates 88
5.2.2 Findings of User Education Costs Practices and Secondary School Completion Rates 90
5.2.3 Findings of Availing Instructional Resources and Secondary School Completion Rates 91
5.2.4 Findings of Student Motivational Practices and Secondary School Completion Rates 92

5.2.5 Findings of Classroom Instructional Practices on Secondary School Completion Rates 94
5.3 Conclusions..... 95
5.3.1 School Culture and Secondary School Completion Rates..... 95
5.3.2 User Education Costsand Secondary School Completion Rates 96
5.3.3 Availing ofInstructional Resources and Secondary School Completion Rates..... 96
5.3.4 Student Motivational Practices and Secondary School Completion Rates 97
5.3.5 Classroom Instructional Practices and Secondary School Completion Rates 98
5.4 Recommendations..... 99
5.4.1 General Recommendation 99
5.4.3Suggestion for Further Research 101
REFERENCES 102
APPENDICES..... 112
Appendix I: Students' Questionnaire 113
Appendix II: The Sample Size Determination Table 118
Appendix III: Post Graduate Letter 119
Appendix IV: NACOSTI Authorisation Letter 120
Appendix V: NACOSTI Research Permit..... 121
Appendix VI: Sub-County Commissioner Authorisation Letter 122
Appendix VII: Sub-County Director of Education Authorisation Letter..... 123
Appendix VIII: Samburu East Sub-County Map..... 124

LIST OF TABLES

Table 1: Statistics of Secondary School Completion Rates of Samburu East Sub-County 6
Table 2: Sampling Frame.....44
Table 3: Test-re-test Reliability.....47
Table 4: Summary for Quantitative Data Analysis.....49
Table 5: Gender of the Respondents.....52
Table 6: Type of school 52
Table 7: Percentages of Reinforcing School Cultures.....54
Table 8: Correlation between Reinforcing School Culture and School Completion Rates 57
Table 9: T-Test for Reinforcing School Culture by Gender.....58
Table 10: Difference in Reinforcing School Cultures by School Categories.....58
Table 11: Percentages of User Education Costs Practices Education 60
Table 12: Correlation between User Education Cost and Secondary School Completion Rates 64
Table 13: T-Test of User Education Costs Practices by Gender 65
Table 14: Difference in user Education Costs by School Category 65
Table 15: Percentage Rating of the Availing Instructional Resources 67
Table 16: Correlation between Availing Instructional Resources and Secondary School Completion Rates.....70
Table 17: T-Test on Availing Instructional Resources by Gender 71
Table 18: Difference in the Availing of Instructional Resources by School Category ...71
Table 19: Percentage Student Motivational Practices 73
Table 20: Correlation between Student Motivational Practices and Secondary School Completion Rates.....76
Table 21: T-Test on Student Motivation Practices by Gender: 77
Table 22: Difference on Student Motivational Practices by School Category.....77
Table 23: Percentages of Classroom Instructional Practices 79
Table 24: Correlations between Classroom Instruction and Secondary School Completion Rates.....79
Table 25: Difference on Classroom Instructional Practices by School Category.....82
Table 26: Regression Model Summary 83
Table 27: Multiple Regression Coefficients 84

LIST OF FIGURES

Figure 1: Conceptual Framework 40

ABBREVIATIONS AND ACCRONYMS

ASAL	Arid and Semi-Arid Lands
CDF	Constituency Development Fund
EFA	Education for All
FSE	Free Secondary Education
GoK	Government of Kenya
ICT	Information and Communication Technology
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-operation and Development
ROK	Republic of Kenya
SEISSA	Secondary Education in Sub-Saharan Africa
SESCK	Samburu East Sub-county, Kenya
SSA	Sub-Sahara Africa
SSE	Secondary School Education
UFPE	Universal Free Primary Education
UNICEF	United Nations International Children Education Fund

OPERATIONAL DEFINITION OF KEY TERMS

Classroom Instructional Practices: Refers to process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.

In this study, the following classroom management practices were focused: regular marking of student lesson attendants register, following up of students who do not attend lessons, regular attendants of symposia, regular revision, making up of missed lessons, setting of students achievable targets, regular parental involvement in school academic activities, following up of lesson assignments by teachers, and student participation in regular group discussions.

Instructional Resources: Refers to the resources used in teaching and learning process.

In this study the researcher focused only on the following resources: text books, laboratory equipments, past papers, internet facilities, computers for instruction, frequent use of teaching aids, clean learning environment, spacious classrooms and equipped library facility.

Motivational Practices: Refers to the sum of the processes that influence the arousal, direction and maintenance of behaviors relevant to work settings.

In this study the following motivational practices were focused: rewarding of good performance, student involvement in decision-making, awarding of certificates to outstanding performers, involvement in co-curricular activities, presence of teacher role models, frequent motivational speeches, career guidance, guidance and counselling verbal rewards and friendly interactions between teachers and students.

School Culture: Refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. It also encompasses physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial,

ethnic, linguistic, or cultural diversity.

This study the researcher focused only on: regular prayers, performance of sacred songs, regular worship, instilling discipline, celebration of good performance, regular rewarding of students, implementation of school rules, student commitment to studies, friendly school environment and belief in success comes as a result of hard work.

Secondary school Completions Rates:

The number of students completing form four in the same school expression as a percentage of those who enrolled in Form one in the secondary schools.

In this study focused only on secondary school completion rates based on the secondary school statistics of Samburu East Sub-County, Kenya.

User Education Costs:

User Education costs means student costs for tuition, fees, expenses related to reasonable commuting, books, other expenses reasonably related to attendance at an institution.

This study focused only on: alternative fees payments, provision of lunch programs, enough personal effects, payment of fees by instalment, forwarding of names of needy students for sponsorship, provision of fare to school, provision of writing materials, text books, bursary and education trips.

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This section of the study contains background to the study, statement of the problem, purpose of the study, objectives, research questions, and significance of the study, scope of the study, limitations and assumptions of the study.

1.2 Background to the Study

UNICEF report (2016) indicates that most of the countries, worldwide, are yet to achieve the 100% secondary school education completion rates target with students dropping out of school worldwide according to the report are 20% (UNICEF Report, 2016). The UNICEF statistics, however, show that there are few countries in the world that have attained 100% secondary school completion rates. These include Yugoslavia, Seychelles, Turkey, Serbia and Ukraine. The countries which have achieved 100% secondary school education completion rates largely attributed it to school management practices that are efficiently implemented to curb the challenges that can lead school dropouts (OECD, 2011).

Secondary schools in European Bangladesh close the dropout gaps in the institutions by employing school management practices that enable students to complete their education (World Bank, 2013). They have developed school culture of encouraging project-based learning which is practical-oriented, career and technology education right from the lower levels (OECD, 2013). The management motivates teachers and learners by giving incentives when they perform well (Burns, 2011). They set aside incentives for teacher and student for motivation (Lister, 2015). Management also source resources to encourage community-building programs, parental involvement programs, and cultural

awareness programs to bring about social integration to interracial schools (OECD, 2011).

The countries in Europe and America ensure that their programs are managed well to suit the needs of the learners by having programs that are more practical designed to primarily prepare students for tertiary studies (American Council on Education, 2011). The researcher relates the management practices deduced from the countries with advanced completion rates to planned and monitoring of institution based programs and ensuring they are in line with the student capabilities (Bhengu, & Mthembi, 2017). Collaborative efforts between managers and parents in nurturing students' careers could lead to improvement of secondary school completion rates (Burns, 2011).

Secondary school management practices in countries that have high completion rates are designed in a way that enable students gain access to tertiary education (World Bank, 2013). Secondary school education programs in Belgium, Israel and Japan are of shorter duration than most academic programs so as to pave way for the learners to complete their education and have time to train for their careers at the tertiary level (OECD, 2013). Secondary school managers direct their energies in knowing, nurturing students' capabilities and directing them towards their ultimate career training in tertiary institutions thus attaining the high completion rates (OECD, 2011 and World Bank, 2013). This suggests that when management practices are well implemented in a school, completion rates are improved.

UNICEF (2016) indicates that Sub-Sahara Africa has secondary school education completion rates of 37%. This percentage is far much below the 100%.The report also shows that countries with the lowest secondary school completion rates include: Uganda (39%), Niger (29%) and South Sudan (24%). UNICEF (2016) report that there is no

African country nearing 100% secondary education completion rates despite concerted efforts and heavy investments by governments. However, the fact that the 100% secondary school education has been attained in other non-African countries shows that the problem of low secondary school education completion rates in the continent can be addressed and the 100% completion rates attained.

Sub-Sahara Africa (SSA) Nations should, therefore, address school management practices that are affecting low completion rates if they want to be at par with World Nations which have struck near 100% completion rates (World Bank, 2014). UNICEF (2016) and World Bank (2013) observe that increased access and improved quality of Secondary Education in Sub-Saharan Africa (SEISSA) are key ingredients that have led to improvement of secondary school completion rates. The researcher relates the increased access and quality education mentioned to the implementation of good management practices.

In Nigeria, some students still strive to complete their secondary school education due to inefficient management practices implemented in schools hence making many students drop out of school (Turby, 2018). The following are suggested remedies to improve completion rates: affordable education, use of motivation to reward performing students', presence of enough teaching and learning resources, motivating students' intrinsic effort to learn and improvement of classroom instruction (Burns, 2011). This suggests that for African countries to reach the 100% completion rates they ought to encourage head teachers to implement effective school-based management practices so as to curb the challenges they face in running education institutions.

Although Kenya has been rated as above average (79%) in terms of secondary school completion rates by the UNICEF report (2016), the anticipated target by the Government

is 100%. The Kenya Ministry of Education reforms in the education sector, indicated that secondary schools should have attained 100% completion rates by 2010 (ROK, 2013). The draft also indicated that the reforms are geared towards Sustainable Development Goals (SDG) and Education for All (EFA) of 2015.

According to Masimbwa (2010) Government of Kenya subsidizes education budget so as to achieve the desired retention rates and reduce dropout rates. The subsidies offered by the government of Kenya includes scholarships, teaching and learning materials, free day secondary school education, Constituency Development Fund (CDF) bursary and grants (Onuko, 2012).

Despite the investment by the government on education, there are still a good number of student who drop out of school (Nzoka & Orodho, 2014). This implies that effective school management practice necessary for improving completion rates could still be lacking. Makewa, Role and Yegoh (2011) cite that improvement of school culture, climate and academic performance can raise completion rates. Oprong (2016) argues that school principals should use student motivational practices so as to curb factors that lead to school dropouts and consequently improve secondary school education completion rates.

School Management practices in secondary schools involve the application of management principles that are geared towards achievement of educational goals (Toom, 2018). Imbovah, Mackatiani, Getange and Bogonko (2018) expounds that completion rates, retention rates and the quality of education depends primarily on the way schools are managed. Nzoka and Orodho (2014) concur with World Bank by stating that for completion rates to be raised, effort to improve school management practices must be put in place. Awolaju (2016) states that there is need for the school managers to ensure there

are relevant and enough instructional materials so as to boost the learners to grasp the content with ease therefore improve their performance.

World Bank (2013) points out that bursary schemes managed by the government target students from slum areas, districts in Arid and semi-arid lands (ASALs), poor families, orphans and the girl child. Samburu County is categorized as an Arid and Semi-Arid Land (ASAL) area characterize by harsh climatic conditions such as low rainfalls and prolonged droughts thus raising poverty levels (Republic of Kenya, 2013). Most of the parents from ASAL areas do not afford school fees and other basic requirements for their children due to poor economic background hence leading to low completion rates (ROK, 2017). Practically, bursaries for children in such areas do not cater for all educational costs of students due to rising number of deserving students (Katamei & Omwono, 2015).

According to the statistics, shown in Table 1, about Samburu East Sub-county, in the year 2012-2018 secondary school cohorts, there were about 51% students who completed their secondary education. It means that those who did not complete were about 49%. Looking at the individual school level, mixed day schools were the most affected. For instance, completion rates for Girgir day was 46%, Wamba mixed day was 47% while Sereolopi mixed day was 44%. St. Theresa, a private girls school, had an average of 63%, Wamba Girls, Wamba Boys and Uaso Boys are boarding schools with average of 55%, 53% and 51% completion rates respectively.

Table 1: Statistics of Secondary School Completion Rates of Samburu East Sub-County

YEAR		WAMBA GIRLS				WAMBA BOYS				WAMBA MIXED				ST. THERESA				UASO BOYS				GIRGIR MIXED				SEREOLOPI MIXED				SESCK %SC FOR THE 7 SCHOOLS
IN	OUT	SE	SC	D	%SC	SE	SC	D	%SC	SE	SC	D	%SC	SE	SC	D	%SC	SE	SC	D	%SC	SE	SC	D	%SC	SE	SC	D	%SC	
2009	2012	35	11	24	31	60	39	21	65					44	35	9	80	47	30	17	63									
2010	2013	23	20	3	87	67	35	32	52					44	30	14	68	54	28	26	51									
2011	2014	68	38	30	57	72	34	38	47					44	20	24	45	63	31	32	47									
2012	2015	57	27	30	47	68	31	37	46	45	23		51	44	25	19	57	60	29	31	48									
2013	2016	60	31	29	52	84	46	38	55	50	24	26	48	44	28	16	64	55	28	27	51									
2014	2017	59	33	26	56	109	64	45	59	57	27	26	47	44	27	21	61	45	22	25	49	55	27	28	49	36	15	21	42	
2015	2018	98	51	47	52	117	55	62	47	77	33	44	43	44	30	14	68	71	34	37	48	71	32	39	42	41	19	22	46	
AVG % SC PER SCHOOL					**55**				**53**				**47**				**63**				**51**				**46**				**44**	**51**

Source: Samburu East Sub-county secondary school admission registers and KCSE results forms as from 2012 to 2018.

Key: **SE-** School Enrolment Rates **SC-**School Completion Rates **D-** Difference between Enrolment and Completion Rates

Secondary schools in Samburu East Sub-county therefore are far from attaining the government's target of 100% secondary school completion rate (ROK, 2012). The preliminary findings contained in Table 1 prompted the researcher to investigate relationship between school management practices and secondary school completion rates in Samburu East Sub-County, Kenya. Low secondary school completion rates in pastoralist areas have been linked to other factors such as social-economic characteristics of students, early pregnancies, low intrinsic motivation to learn, parental influence and lack of role models in the community among others. However, previous studies in Kenya and specifically in Samburu County have not established links between school management practices and secondary school completion rates. This study, therefore, sought to investigate relationship between school management practices and secondary school completion rates in Samburu East Sub-county Kenya.

1.3 Statement of the Problem

A country is highly dependent on education of their citizens because education influences productivity growth and increases employment opportunities. It also enables youth to enhance their abilities, creativity and system skills so as to contest with the fast changing global inclinations. However, premature termination of the secondary education cycle still presents a significant discrepancy the education system in many developing nations including Kenya that if is not properly addressed, can impair the nations' competitiveness in the international labour market and could further compromise the country's economy.

In Samburu East Sub-County, Kenya, for instance, secondary school completion rates have been continuously low evidenced by statistics in Table 1 depicting that for the past 7 years the secondary school completion rates in the area averaged 51%. Even more interesting is the observation that in the schools tabulated in Table 1, the completion

rates have been consistently dropping since the 2009/2010 period which was right after the government rolled out the free secondary school education program with the aim of attaining 100% transition secondary school and correspondingly 100% secondary school completion rates.

Several international studies have linked high secondary school completion rates in developed countries to school management practices. This means adopting such management best practices in secondary schools in Kenya could be instrumental in achieving the government's 100% complete rates policy. However, previous studies in Kenya and specifically in Samburu County have not established links between school management practices and secondary school completion rates. Therefore, it is against this background that the researcher was prompted to study the relationship between school management practices and secondary school completion rates in Samburu East Sub-county, Kenya.

1.4 Purpose of the Study

The purpose of this study was to establish the relationship between selected school management practices and secondary school completion rates in Samburu East Sub-county, Kenya.

1.5 Objectives of the Study

The following were the objectives of this study:

i. To find out relationship between reinforcing school culture and secondary school completion rates in Samburu East Sub-county, Kenya.
ii. To find out the relationship between user education costs and secondary school completion rates in Samburu East Sub-county, Kenya.

iii. To establish the relationship between availing instructional resources and secondary school completion rates in Samburu East Sub-county, Kenya.

iv. To determine the relationship between student motivational practices and secondary school completion rates in Samburu East Sub-county, Kenya.

v. To establish the relationship between classroom instructional practices and secondary school completion rates in Samburu East Sub-county, Kenya.

1.6 Research Hypotheses

The following were the research hypotheses for this research study:

Ho_1: There is no statistically significant relationship between reinforcing school cultures and secondary school completion rates in Samburu East Sub-county, Kenya

Ho_2: There is no statistically significant relationship between user education costs and secondary school completion rates in Samburu East Sub-county, Kenya

Ho_3: There is no statistically significant relationship between availing of instructional resources and secondary school completion rates in Samburu East Sub-county, Kenya

Ho_4: There is no statistically significant relationship between student motivational practices and secondary school completion rates in Samburu East Sub-county, Kenya

Ho_5: There is no statistically significant relationship between classroom instructional practices and secondary school completion rates in Samburu East Sub-county, Kenya.

1.7 Significance of the study

The findings of this study might serve as resource for improvement of secondary school completion rates. To the school principals, the study would inform them on the need to use effective implementations of the management practices under study so as to raise

secondary school completion rates consequently, boosting the economy of the country by the country having more citizens using their abilities, talents, and employments to for economic growth.

To parents, the study might promote values which lead to improvement of secondary school completion rates. To the Ministry of Education, the research finding might aid in policy formulation to develop and asses the implementation of positive management practices in secondary school which in turn might lead to the achievement of 100% secondary school completion rates. The study might add to research data hence might be used as reference material for further researches.

1.8 Scope of the Study

The study took place within Samburu East Sub-County. The target population was 254 Form Four students from the 7 secondary schools within Samburu East that had Form Four class. The study did not cover four new schools within the study area since they had no Form Four class. The study only dealt with students who enrolled and had registered to do their KCSE examination in the same school.

The study only focused on the relationship between school management practices that include reinforcing school culture, user education costs, availing of instructional resources, student motivational practices and classroom instructional practices on secondary school completion rates in Samburu East sub-county, Kenya. The researcher chose the management practices since they are institution-based practices that head teachers can implement so as to retain students hence improve secondary school completion rates in Samburu East Sub-county, Kenya.

1.9 Limitations of the Study

The study findings faced the following limitations:

i. The respondents were predisposed to give answers considered as socially acceptable in the data collecting tool. This was addressed through ensuring anonymity in data collecting tool.

ii. The respondents viewed the study as invading their privacy. This is because the study the variables under study were school based factors. This was addressed by assuring confidentiality and voluntary participation of the respondents based on informed consent.

1.10 Assumptions of the Study

The study was based on the following assumptions:

i. The respondents gave honest and correct information sought by the researcher.

ii. The respondents would have time to read and fill all the items in the questionnaire.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section consists of literature review of the relationship between school management practices and secondary school completion rates. It is presented under the following headings: school culture; management practices related to reinforcement of school culture; user education costs; management practices related to user education costs; availing of instructional resources; instructional resource management practices; classroom instructional practices; and management of classroom instruction. It also covers theoretical and conceptual frameworks.

2.2 General Overview of Secondary School Completion Rates

Completion rates are the number of students completing form four in the same school expression as a percentage of those who enrolled in form one. Many governments in the world strife to ensure the 100% completion rates by using policies to curb the challenges, funding education, curriculum mapping and implementation and many others (OECD, 2013).

World statistics indicates 84% enroll to secondary school while 70% students in low income countries do not complete their secondary school education (UNICEF, 2016). The report also indicate that since 2007, progress has been going on in improvement to secondary school completion rates in the world but countries found in Sub-Saharan Africa and Asia are facing a lot of challenges in implementing 100% secondary school completion rates (UNICEF, 2016). There are few countries in the world that have attained 100% secondary school completion rates while in Africa there is no country which has attained 100% completion rates (UNICEF, 2016).

In Sub-Sahara Africa completion rate are 37% which is far much below the 100% world target (UNICEF, 2016). Most of the counties in Africa are far from nearing 100% completion rates target. From the report, Kenya is rated at 79% while other countries are far below average.

Identification of completion rates can be accomplished with reasonable accuracy based on review of school management performance in terms of behavior, school attendance and academics (Adams, 2013). According to Ayako (2015), many school having low completion rates are expressing an extreme form of disengagement that has been foreshadowed by indicators of withdrawal, poor attendance, unsuccessfulness, and schools' experiences such as academic or behavioral difficulties. The overt indicators that lead to disengagement are accompanied by feelings of alienation, a poor sense of belonging, and general dislike for school (Kago, 2012). Psychological indicator that could retain learners in school is identification with school which is observed through the feeling of sense of belonging shown through association with school engagements (Burns, 2011).

Finn's theory suggests that the clear sign of completion rates is student participation in activities that are directly related to successful performance, which promotes identification with school. The indicators of engagement are influenced by school policies and practices such as a positive school cultures and the quality of a teacher-student relationship, can affect the degree to which a student is engaged in school (Shavisa, Ndiku, & Musasia, 2015). The provision of academic or motivational support for learning by parents, enhance students' connection with school leading to increased success (Adams, 2013). A focus on factors that facilitate engagement is a promising approach to guide the development of effective interventions promoting school completion (Ngwili & Gakunga, 2014; Velez & Saenz, 2001).

School completion is characterized by a strength-based orientation, comprehensive interface of systems, implementation of over-time and creating a person who can fit in the school environment (Kananu, 2013). Interventions designed by the head teachers need to be put in place so as to improve school completion through addressing the core issues associated with student alienation and disengagement from school (Bhengu & Mthembi, 2017). Interventions supporting student engagements that help them develop connections with their learning environment across a variety of domains (Toom, 2018). The kinds of interventions use in this are the selected school management practices. This study sought to find out the relationship between selected management practices (selected school cultures; selected user education costs, selected student motivational practices, availability of selected instructional resource and selected classroom instructional practices) and secondary school completion rates.

2.3 Reinforcing School Cultures and Secondary School Completion Rates

School cultures are the beliefs, relationships, attitudes, perceptions, written and unwritten rules that shape and influence every aspect of a school (Burns, 2011 and Abbort, 2014). This means that every aspect that makes a school to have a unique way of doing things is termed as school culture. Richwood (2013), states that a school culture is a complex practice that is deeply intertwined in the core of an institution. It implies that each institution has its own culture that drives it to function in a unique way. Odongo, Mutula and Mari (2013), advocated for education institutions to instil in students the values that will lead them to graduate to the next level. School cultures emanate from the school's core values (Strahlendorf, 2010). The scholars point out the meaning and importance of school culture as management practice. However, they do not point out the relationship between school culture and management practices. It is against this gap that the research was carried out.

Research studies conducted in schools in Netherlands and North Carolina, cited that school culture is the skeleton of a school (Richwood, 2013). School cultures reflected on visitors coming to a school are beliefs, values, traditions, patterns, school climate and behavior (Richwood, 2013). The scholars' findings show that head-teacher is the symbol of school culture and the potter who shapes the school culture through acting out the values and also the poet who describes it using it using his own language. The findings of the scholars do not show the relationship between school culture and secondary school completion rates. This is what compelled the researcher to carry out the study.

Culture encompasses complex elements of values, language, purpose and practices in an institution (Nabiswa, Misigo and Korir, 2017). It means that the values of a school are what the school holds dear to them. School cultures include academic performance, character shaping, professionalism, integrity among others (Odongo, Mutula, & Mari, 2013). Cultures are made and developed over a period of time. The scholars point out that the school cultures are inculcated in the daily school practices and routine. The scholars do not show the relationship between school culture and secondary school completion rates. The scholarly findings made the researcher conduct the study.

Traditions are historical practices in a school that have been established for a long time (Jurasaite-Harbinson & Rex, 2010). Annual celebration, prize giving days, founder's day and academic days when celebrated annually, they become part of the school culture (Truby, 2018). The scholars' points out those celebrations are part of the history of the school that can shape the character of students. This study does not show the relationship between the selected school culture and secondary school completion rates. This therefore made the researcher to carry out the study.

Cuban (2015), states that the purpose and language of a school, driving force and goals are the reasons for its existence. This shows that the purpose of a school are its daily undertakings while the language can be the verbal expressions, written posters or symbols that emanates from the schools core values (Carpenter, 2015; Kaplan & Owings, 2013; Peterson & Deal, 2011). According to Abbort (2014), school cultures are unwritten rules, rituals and traditions, symbols, artifacts and school's special language used by the staff. In relation to this study, it can be inferred that when these elements of culture are present and practiced, students would have a sense of direction and become self-driven towards their ultimate goal of completing their secondary education. Muhammad (2009) argues that leadership is the key component in establishing and maintaining a positive and effective school culture. This suggests that it is incumbent upon a head teacher to inculcate the elements of school culture in their various schools.

A positive change occurs within a school when staff members share set of beliefs (Burns, 2011). It has also been observed that teachers and support staff play a special role in molding the character of their students (Bradshaw, 2014). This implies that if staff members show bad behaviors like poor dressing, lack of commitment, absenteeism, reporting late to school, lack of proper preparation and poor delivery, they set a bad example to the students. These negative indicators may not make the school environment to be conducive to some learners and cause some not to complete secondary school education (Peterson & Deal, 2011 and Carpenter, 2015). Therefore, school principals should strive to nurture positive change, which instill positive school culture. Little research has been done to show whether maintenance of a positive change culture as management practice, can lead to improvement of secondary school completion rates.

School cultures take a long time to be built (Carpenter, 2015). It is built by all members of a school led the head teacher. Each staff member exhibiting elements of school

cultures will be emulated by the students (Odongo et al., 2013). Staff members should therefore shape-up their professional behavior and be guided by core values of the institution. Truby (2018), states that the leadership of a school should be the driving force that will encourage all staff and students to adopt shared goals, consequently leading to collegiality within the school.

Classroom learning cultures can lead to improvement of academic performance which may help improve graduation rates (Fisher, Frey, & Pumpian, 2012). This indicates that class teachers should ensure that each student has a personal timetable, revision note book to indicate topical core summaries, personal files for exam past papers and that students should read ahead. These classroom practices can promote good study habits that eventually build up a functional culture (Sugai, & Simonsen, 2015). The study therefore sought to establish whether the classroom learning cultural practices under study had influence on secondary school completion rates in Samburu East Sub-County, Kenya.

Schein (2010) argue that school culture has power to transform and that the vision and values of a school can enable a school to discover its purpose. The school principals should tap the students' talents; give them a sense of self knowledge, career guidance, and teaching the school rules (Honboontri & Keawkhong, 2014). This research study intended to find out the relationship between school culture and secondary school completion rates since the scholars did not show in their findings.

Organizational culture involves values, goals, principles, procedures, and practices that each school needs to have so as to govern the way things are done (Odongo et al., 2013). The rules are given to each new student as a guide to daily undertakings of the school (Strahlendorf, 2010). When students are properly inducted to the rules, it leads to positive outcomes (Cornali, 2012). Actual application of rules, regulation,

professionalism and instructional supervision must be practiced so as to achieve the desired goals (Gibbons & Silva, 2011). The researchers aver that cultural factors mentioned made work easier for the entire school and can create warm friendly school environment where every person is important (Bradshaw, 2014). Nabiswa, Misigo & Korir (2017) suggest that adopting positive culture can reduce dropout rates, and consequently lead to improvement in completion rates. The scholar's only points out the importance of school culture in a school but fails to show its relationship and secondary school secondary school completion rates. The researcher in light of the gap, conducted the study.

Odongo et al., (2013) recommend three areas of concern required by an institution so as to attain a positive improvement of school. The recommendations are: the development of a systematic and school-wide focus on learning, celebration of success by all members and supporting new members of a school. This recommendation suggests that a positive culture leads to good performance through the set systems focusing on learning. The recommendations explained that celebrations are a way of recognising achievements, which then motivates members towards better performance. It further implied that new members should be properly inducted into the existing cultures and on what is expected. This view is supported by Peterson and Deal (2011) who observed that teachers can create a positive school culture by clearly defining positive expectations that are taught to all students. The two scholars identify the need to employ positive school culture so as to improve schools. They do not show the relationship between the school cultures and secondary school completion rates. It is against this gap that the study was carried out.

Bradshaw (2014) further observes that teachers can create positive school culture by giving students opportunity to set their own individual and class target grades that will

make the students to be more focused. The introductions of annual clinic and academic days in schools when parents come to school to follow up their children's academic performance encourage learners to work hard (Truby, 2018). The above literature highlights school cultures and how they influence school outcomes. There is no empirical study done to show the relationship between management of school culture and secondary school completion rates. This compelled the researcher establish the relationship between the selected school cultures and secondary school completion rates in Samburu East Sub-County, Kenya.

2.3.1 Management Practices Related to Reinforcing School Cultures and Secondary School Completion Rates

The path to success is initiated by a school when it fully understands and implements the positive school cultures so as to raise student achievements and professional growth within the school set up (Gibbons & Silva, 2011). The scholars pointed out that a school to lead the path to success requires head teachers and the staff to be confident in how they manage the school. The scholars also implied that a good relationship between staff and the head teacher and that they should work as a team towards tackling any management challenge they face.

Richwood (2013) affirms that principals should take a closer look at their school culture and encourage it if it is positive or improve if it is not functional. The creation of a sense of belonging is one of the major ways of building a positive relationships and caring attitude between the staff and the students (Schein, 2010; Pino, 2015; Toom, 2018). From the scholars' findings, there is a positive relationship between staff and students improve students need to be retained in school. The scholars, however, did not show the relationship between school culture and secondary school completion rate. It is through

this information that the researcher sought to investigate the relationship between school culture and secondary school completion rates in Samburu East Sub-County, Kenya.

Clear direction and setting of school goals is one way of developing school culture (Kenrick et al., 2010). Njogu (2012); Muthoni (2012) and Pino(2015), gives an example of classroom goals by suggesting that the students should be involved in setting learning goals, charting progress, and developing action plans on a daily basis. Head teachers should also give students and the staff clear direction (Odongo et al., 2013). According to Hongboontri and Keawkhong (2014), studies were carried out in schools in Hallway where each school had their stated standards posted in each classroom. The written standards were interwoven into daily lessons (Richwood, 2013). These scholars points out that clear direction towards hard work through self- motivation compelled students to posted good results. The scholars do not show the relationship between school culture and secondary school completion rates. It is against this gap that the researcher carried out the study.

One of the management practices that instil culture in a school is developing a shared vision, mission, and beliefs among school stakeholders (Schein, 2010). Jurasaite-Harbinson and Rex (2010) explains that a shared focus provides a solid basis for informed decision-making about instructional issues. The two researchers suggest that, for a school to be effective, holistic and strategic approaches must be applied.

School culture is the driving force and expectations engraved in the way a school operates (Gardner, 2015; Schein, 2010). To change and create a more inclusive school culture, head teachers and staff must question their beliefs about teaching and learning and engage in a collaborative change process that results in better values, beliefs, norms, and preferred behaviors (Schein, 2010). This indicates that in the formation of school

culture collaborative exercise is required so as to bring about team work. Hongboontri and Keawkhong (2014) argue that, development of functional school cultures is formed for a long time. The practices should be routinised for them to be accepted as desired behavior for positive change (Fisher, Frey, & Pumpian, 2012). The scholars only point out in their findings that school cultures ensure the smooth running of an institution so as to improve performance. However, the scholars do not show the relationship between school culture and secondary school completion rates. The researcher was therefore, compelled by the gap to conducted on relationship between selected school culture and secondary school completion rates in Samburu East Sub-county, Kenya.

2.4 User Education Costs and Secondary School Completion Rates

The studies done in Bangladesh shows that completion rates in this country has been improving due to introduction of bursary scheme in secondary school (OECD, 2011). Another study done in the United Kingdom reported a close relationship between the Government bursary, transition and Completion rates (OECD, 2013). This suggests that availability of bursaries translated into high transition and completion rates worldwide.

Asena (2016) notes that many countries in Africa are striving to reduce dropout rates and increase completion rates by formulating relevant measures to ensure their achievements. According to Muhindi (2012), school fees for lower secondary schools were abolished in the years in 2006 in Rwanda and 2007 in Uganda. This shows the commitment of governments in Africa to improve secondary school completion rates by lowering school fees.

Sang, Koros and Bosire (2013) observed that introduction of secondary school bursary scheme by the government of Kenya was done in the financial year of 1993/1994, as a positive move to reduce dropout rates and raise completion rates in secondary schools. It

was meant to increase the access to education, retention and completion rates (Akaranga, 2011). The researcher deduced that bursary programs boost completion rates in secondary schools in Kenya. However, there are a number of students who still drop out of school due to lack of school fees (Onuko, 2012). It implies that bursary caters only for a small fraction of needy students, leaving many needy ones (Misabwa, 2010). The researcher noted that lack of school fees could result into low completion rates.

A descriptive survey study was conducted by Miako (2012) in Nyandarua County on school levies and their effects on access and retention since the introduction of the free day secondary education. The study sought to find out how many parents were unable to pay school levies, provide uniform and other basic needs to their children and the negative effects on retention rates that lead to leading to low completion rates. The target population was 256 and the sample size was 133 respondents. The study failed to point out the relationship between user education cost as a management practice can lead to improvement of secondary school completion rates. The study therefore sought to find out the relationship between selected user education costs and secondary school completion rates in Samburu East Sub-County, Kenya.

The Government intends to make education accessible and affordable to all Kenyan children (Musangi, Mulwa, Migosi, & Kamau, 2017). It addresses illiteracy, low quality education and low completion rates at the secondary level by launching free day secondary schools (Oprong, 2016). The Government's main agenda is to improve completion rates through affordable education (Orodho, 2014 and Mwingirwa, 2016). The researcher noted that the Government is dedicated in ensuring that the 100% completion rate target has been reached.

Miako (2012) carried out a study to investigate the current influence of Free Day Secondary Education, Constituency Development Fund bursary and teaching and learning resources on completion rates in public day secondary schools in Kitui County, Kenya. The study was carried out to investigate the school levies and their effects on accessibility and retention since the introduction of the subsidized secondary education. The study was carried out in 11 schools. It was found out that about 51 per cent of students only who join secondary school complete their secondary school education despite the education subsidies. The study however, did not address the relationship between user education costs and secondary school completion rates. The gap in the study prompted the researcher to investigate the relationship between user education costs and secondary school completion rates in Samburu East Sub- county Kenya.

This would enable the schools to encourage the students to make good use of the government funds to complete their secondary education (Asena, 2016). No research study has been undertaken in Samburu East Sub-county to show how management of education costs influences secondary school completion rates.

Lack of enough bursary funds is one of the major problems facing the effective management of bursary funds (Onuko, 2012 and Kananu, 2013). Students who are financially able end up receiving funds while those living in abject poverty are sometimes locked out thus many needy students drop out of school due to lack of school fees (Munda & Odebero, 2014). According to the researcher, findings suggest that students tend to complete their studies if they have adequate school fees therefore management of bursary funds and awarding the funds to the truly needy students.

Samburu County Long Rains and Food Security Assessment Report (ROK, 2013) indicate that Samburu East Sub-county is an ASAL area characterized by harsh

climatically conditions of low rainfall and high temperature which do not sustain crop farming. Communities living in the sub-county are pastoralists hence depend on livestock for their livelihood ROK, 2013). Scarcity of food is attributed to adverse weather conditions (ibid). According Maslow theory of motivation (1954 a) students can only move to the next level if their basic needs such as food are met. Many families rely on relief food, selling of their livestock to buy food, selling ornaments or charcoal so as to raise money to buy food (Republic of Kenya, 2013). Presence of lunch programs for students therefore could entice students to remain in school and greatly improve completion rates (Acheck, 2015). The researcher noted from the findings that students would prefer staying in school because food is available than going home where there is no enough food.

Provision of enough personal effects to students could enable learners to complete their secondary education. Onuko, (2012) commented in the theory of hierarchy of needs by Abraham Maslow that the first category of needs if not satisfied can hinder learners from concentration hence can be stuck in the same level. Parents need to be sensitized to provide enough personal effects that can sustain students for the terms within the secondary school education cycle (Mutwol, Cheserek, Bolt, & Mining, 2013). This concurred with Katamei and Omwono (2015) who argued that students will not search for alternative methods such as seeking employment if parents would provide enough education needs.

Research has been done on government's efforts to improving completion rates, no research has been conducted in Samburu East Sub-county, Kenya, to show how management of student education costs by the head teachers influence secondary school completion rates. Onuko, (2012) in light of Maslow hierarchy of needs elaborates that a person who cannot meet physiological needs will automatically lose focus hence lack

momentum to move to the next level. It also shows that students whose parents can afford fees or those who are sponsored stand a better chance to complete their secondary education (Khamati & Nyongesa, 2013).

Some parents and guardians do not take seriously the idea of giving their students pocket money (Musangi, et al., 2014). Pocket money especially for girls enables them to buy basic necessities. For students in boarding schools, pocket money is necessary to cater for miscellaneous expenses (Onuko, 2012). The provision of enough pocket money by parents/guardians can make students to be psychologically stable and give them impetus to complete secondary school education (Asena, 2016).

The following are some latest research done on education costs: Areba, Ayodo and Chemwei, (2016), research on hidden costs in public secondary schools in Kisii; socio-economic factors influencing girl child in day schools Oprong, (2016); Socio- Economic factors influencing participation and dropout of students in Public Secondary Schools in Marakwet District, Kenya, Mutwol, et al., (2013) and many others. These researches are based on cost of education in pubic day schools. There is no research done on the relationship between student education costs and secondary school completion rates in Samburu East Sub-county, Kenya. There is need to study the relationship between education costs and secondary school completion rates in Samburu East Sub-county, Kenya.

2.4.1 Management Practices Related to User Education Costs and Secondary School Completion Rates

A survey research was carried out by the Ministry of Education to investigate the use alternative fees payments that can promote learners retention rates hence improve secondary school completion rates greatly (ROK, 2013). It was found out that that the

flexibility on the part of the school head teachers in allowing parents to use alternative means of fee payments can reduce the number of students dropping out of school and raise secondary school completion rates. The research however, failed to find out the whether there is relationship between alternative fees payment and secondary school rates. The researcher therefore was compelled to investigate the relationship between the selected user education costs and secondary school completion rates in Samburu East Sub-county, Kenya.

Njau (2013), states that parents who have the capacity to pay fees but do not pay can be actively pursued. Payment in instalments can be encouraged by head teachers so as to allow parents to have enough time to complete fees payment (Ogalo, Simatwa & Juma, 2014). The head teachers should therefore have a schedule of fees payment for parents paying in instalment and communicate to the latter during annual meetings, parents' days and through newsletters sent at the end of each term. To that extent, Bhengu and Mthembi (2017) suggests that school principals should maintain finance records of all students and also take time to find out information about the economic background of each student and fees payment capabilities. The researcher noted that there was need to know if the head teachers' management practice of payment of fees by instalment influence secondary school completion rates.

Parents need to be informed of their fee balances (Kones, 2012). Fees structure, bank account numbers and other financial documents should be frequently availed to the parents as constant reminders of the fee balances (Okinyi, Wamba & Nyabuto, 2015). The scholars point out that the principal should brief parents during parents' meetings on the financial status of the school and urge them to pay school fees. Similarly, parents should be given chance to express their views freely on matters concerning school fees (Aroni, 2013).

Principals should assist orphans and students whose parents are living with HIV/AIDS and other terminal diseases by forwarding their names to boards that manage bursary schemes in Governmental and Non-Governmental Organizations (NGO) (Kones, 2012). Bursaries could assist needy students to complete their secondary education. Sang, Koros and Bosire (2013); Mwingirwa, (2016); and Oprong(2016) avers that annual review of fees and other charges is a strategy that principals can use to ensure that school fees is not over or undercharged basing on the current market situations and the unique environment by which the school is located. It implies that school fees should reflect the socio-economic status of the school community (Miako, 2012). There is need therefore to find out if the management practice of charging affordable fee according to the socio-economic ability of the community can influence secondary school completion rates in Samburu East Sub-county, Kenya.

School fees charged should encourage higher student enrolment whilst balancing the need for responsible financial management within the institution and maintaining sensitivity to the financial capacity of parents (Njau, 2013). Students with limited capacity to pay school fees should have an entitlement to claim a fee concession (Misabwa, 2010). The researcher noted that parents/guardians should be allowed to visit the principal's office to request fees concessions as a way of alleviating fee burden. Information pertaining to how parents and/or guardians pay school fees Payments should be handled in confidence (Khamati, & Nyongesa, 2013). From the findings of the scholars, the researcher found out that the studies failed to show the relationship between user education costs and secondary school completion rates. It is against this findings that the researcher carried out and investigation to establish if there is relationship between user education costs and secondary school completion rates in Samburu East Sub-County, Kenya.

2.5 Availing of Instructional Resource and Secondary School Completion Rates

Instructional materials are resources designed to enrich teaching and learning processes so as to enhance better learning (Odero, 2010). Many governments in the world set aside funds for purchase of instructional materials (Yara, 2010). According to Ministry of Education (2012), a great proportion of education expenditure should be channeled to instructional materials. World Bank (2013) also found out that instructional resources such as text books are inadequate in schools and that pupil-teacher ratio is also disproportionate in most schools in Africa which can promote rote learning, poor content delivery and use of theoretical lessons. The researcher noted that lack of adequate teaching and learning resources could motivate students terminate their studies prematurely.

Republic of Kenya (2012), states that the Government sets aside annual funds in the treasury budget for purchasing text books and other instructional materials. Danmole and Lameed (2014) explains the importance of ensuring that there are adequate and appropriate facilities for teaching and learning so that educational programs could be implemented effectively. The researcher points out the role the government play in providing instructional materials. The studies failed to point out how availability of instructional materials in schools are related to secondary school completion rates. The researcher was prompted to investigate the relationship between availability selected instructional materials and secondary school completion rates in Samburu East Sub-county, Kenya.

There is poor management of education resources in Kenya (Mutwol et al., 2013). The government monitors purchase of books through quality assurance officers, through auditors and reports that are written by head teachers to the ministry of education concerning the expenditure on text book funds (Wanjiku, 2013). The availability of

instructional materials like text books, syllabus, laboratory equipment, teachers guide and chemicals improve teaching and learning process therefore raise retention rates in an institution (Katamei and Omwono, 2015). These resources should be donated to schools including new ones in Arid and Semi-Arid areas so as to make learning easy and improve completion secondary school rates (Rotich & Koros, 2015). The studies show the need of availability of instructional materials in schools. The researchers failed to show the relationship between the availability of instructional resources and secondary school completion rates. It is against these findings that the researcher was compelled to carry out investigation on the relationship between availability of instructional resources and secondary school completion rates in the study area.

Instructional materials that students use are a wide range of materials and devices that bring them face to face to realistic imagery and substitute experiences (Ochieng, 2015). This is particularly important in many schools especially in arid areas where there are no variety of floras and fauna which can be used to study biology (Rotich & Koros 2015). Learners should therefore be enriched when exposed to experiences of many kinds through simulations, videos, pictures, charts and internet (Awolaju, 2016). The availing of teaching and learning materials enhances students' academic performance (Akungu, 2014). This is because learners can easily grasp concepts when taught using teaching aids than when lectures are delivered theoretically. Rotich and Koros (2015), concurs that, learning is a complex process which involves coordination of education components like students' motivation, physical facilities, teaching resources, and skills of teaching. Teaching resources are therefore core instruments to be used during instruction (Kago, 2012). Availability of equipped laboratories promotes learning of science subjects (Akungu, 2014). The findings show the importance of the instructional resources to teaching and learning process. The studies have failed to point out the relationship

between the availability of instructional resources and secondary school completion rates. It is against these findings that the research was carried out.

Students require other types such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate and workbooks (Wambui, 2013 and Atkinson, 2000). This could be provided by parents and the learning institution. Chalks and text books are provided by the school while other materials are bought by parents for their own students. When these resources are fully utilized it makes learning more interesting consequently, motivate them to complete their secondary school education (Wambui, 2013). Head teachers should provide instructional materials like computers, smart board, textbooks, excursions/field trips, teachers' guides, reference books, models, charts and internet (Akinfe, Olofinniyi, & Fashku, 2012). This could encourage teachers to carry out their teaching using innovative methods to create curiosity and fun to learners (Akinfe, Olofinniyi, & Fashku, 2012). The research findings points out the need of having instructional resources in a school. However, the researchers have failed to show the relationship between availability of selected instructional resources and secondary school completion rates. It is against this background that the study was carried out.

Physical facilities in a school enable learners not only to study but also participate in co-curricular activities, learn life skills, refresh themselves through physical exercises, discover and also improve their talents (Danmole & Lameed, 2014). The literature reviewed above shows that resources improve academic performance. However, the studies have failed to show the relationship between of availability of instructional resources and secondary school completion rates in Samburu East Sub-County, Kenya. It is against the findings that the study was carried out.

2.6 Student Motivational Practices and Secondary School Completion Rates

Motivation is a force within individuals that produces behaviors directed towards a certain course of action (Gardner, 2015). It was affirmed by Ayieni (2011) that rewards could make students to strive to maintain good performance hence lead to complete their secondary school education. This could entice more students to complete their secondary school education (Gardner, 2015). Research was done on teenage motivation and it was observed that more than half of American teenagers attending school participate in some sort of organized activities (Fredricks, & Eccles, 2006). It was noted that teenagers in are motivated by organized activities (Abdullah, Shonubi, Hashim & Hamid, 2016). The following activities were found to motivate the students to attend school and complete their education: clubs, athletic opportunities, dance line or cheer teams, Scouts, drama or theater, youth groups, student council, and club sports (Kindermann, 2015). The studies show the need of motivational practices in a school. It has failed to point out the relationship between the motivational practices and secondary school completion rates. It was against the background that the researcher was compelled to carry out the study.

Hollingsworth, Dude and Shepherd (2010) in his research done in Iowa affirmed that extrinsic incentive-based programs can lead to improvement of scores in high school achievement tests. It was reported that head teachers are responsible for arranging incentive-based programs by factoring them into the budgets of their respective schools (Abdullah et al., 2016). Incentive-based education programs are those that use tangible incentives to motivate students to perform well academically (Raburu, 2016). Some schools give their students' presents ranging from money, books, personal effects, bags, t-shirts (Kihara, Kimiti & Muola, 2018). It implies that when a student improves academically, she/he can be rewarded using tangible gifts, trophies, or by being taken for a trip (Raburu, 2016). From the researchers arguments are based on incentive

motivations to improve performance. The findings failed to show the relationship between motivational practices and secondary school completion rates. It is against this background that the study was carried out.

When a school wants their students to perform well academically, motivation can help to ensure internal persistence which external pressure like force cannot give (Acheck, 2015). The use of force has not been found to be an effective method of improving academic performance, nor student behavior (Muhoro, 2015). When suspensions are used or corporal punishment to force students to pass, some students may dropout or remain but perform poorly (Muhoro, 2015). Acheck (2015) found out that food, entertainment, and extra privileges can motivate students to do their best academically in school. When the school has excelled in any way, the excellence should be marked by celebration (Acheck, 2015). On the other hand effective leadership or school administration can ensure good school relationships which then create academic motivation and achievement (Martin & Dowson, 2009). Staff, parents, students and board of management of a school should regularly celebrate good performance-academic or co- curricular (Musangi et al., 2017). The scholars have shown the importance of the motivational practices in school in improving performance. It has not shown the relationship between the motivational practices and secondary school completion rates. It is against the research findings that the researcher carried out the study.

Motivation plays a key role in students discovering their talents and ambition to achieve (Lister, 2015). It plays a role in the formation of good character especially through verbal expression (Pino, 2015). According to Pino (2015), rewards cause intrinsic motivation. Onyara (2013) adds that motivation is the secret to great success. A study carried out on influence of teacher in motivation and student's performance shows that students who

participate in extracurricular physical activities had a higher self-perception than those who do not (Khamati & Nyongesa, 2013). Also, interaction between students can help them to develop self-identity (Kananu, 2013).

School attendance is related to higher scores which in turn lead to improvement of completion rates (Gardner, 2015). If students are motivated to attend the school, they will be able to acquire more from the lessons taught, remedial teaching, research, group discussions which then lead to attainment of higher grades (Onyara, 2013*)*. This is realized through students who actively participate in all academic activities hence complete their four-year education cycle (Onyara, 2013).

The above literature highlights motivational practices and how they improve performance. The scholars have not shown the relationship between the motivational practices and secondary school completion rates. It is against the findings that the study was carried out to determine the relationship between selected motivational practices and secondary school completion rates in the study area.

2.7 Classroom Instructional and Secondary School Completion Rates

Good use and management of group discussions and presentations, use of internet for research, simulations and improvised teaching aids are some of the good instructional practices geared towards effective instruction. (Usman, 2017) elaborates that effective instructional leaders are proactive because they seek to help in building team work and a culture conducive to learning and professional growth.

Teachers who give frequent assessments to students and give out feed-back facilitate improved academic achievements (Slavin, 2014). The consequence of poor performance is not a bad grade (Bell, 2014). Poor performance may make a student to be motivated to work hard hence can lead to improvement (Rotich, 2014). The findings show that good

performance and academic improvements when classroom instructional practices are implemented. The scholars however have not shown the relationship between classroom instructional practices and secondary school completion rates. It is against this background that the study was carried out.

When the mission of a school is clear it will create the sense of commitment and hard work hence tasks can be accomplished effectively (Wawira 2012; Odongo et al.,2013). This study concurs with influential theory by Finn (1993) by pointing out that school mission should be reflected in the work done by the students and the staff of a school. Emmer and Sabornie (2015), argue that too often schools are organised as administrative hierarchies rather than as groups of professionals working toward shared goals. According to (Nzoka & Orodho, 2014), when professionalism is inculcated as an instructional practice, there will be improvement of completion rates. Professional records boost teacher preparedness to deliver lesson if they are properly prepared and used (Kaplan & Owings, 2013). The findings points out that teacher should be partners with the principal in creating that vision of the school through effective instruction. This suggests that head teachers should encourage teachers to prepare well and monitor regularly their use so as to improve instruction. The scholars have not shown in their researches the relationship between classroom practices and secondary school completion rates. It is against the background that the researcher was compelled to carry out the study.

Muhoro (2015), identified physical safety and orderliness as significant domain of instructional practice. Safety needs to be given the first priority in the school (Rotich, 2014). A school climate that is disorderly reduces teaching time, therefore reducing academic achievement (Bell, 2014). Orderliness is associated with academic achievement (Bradshaw, 2014). Fullan (2010), argue that in school where students are

learning under orderly school environment, there is a better academic performance. The researcher noted from the scholars' literature that there is connection between instructional practices secondary school completion rates. The researcher found out that there was need to study the relationship between selected classroom instructional practices and secondary school completion rates in Samburu East Sub-county Kenya.

Schools should create opportunities for parents to be involved in their children's academic performance (Sugai, & Simonsen, 2015). This could be done by attending annual academic /clinics (Slavin, 2015). Emmer and Sabornie (2015) argue that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Students being aware that their parents follow up their progress can be encouraged to do well to avoid embarrassment or to please their parents (Nzoka, & Orodho, 2014). It implies that schools which post excellent academic achievement could attract more students and high completion rates.

According to Shavisa, Ndiku and Musasia (2015) classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The researcher opines that effective classroom management can be successful create order in learning environment. The creation of orderly environment enhances students' academic skills and competencies, as well as their social and emotional development (Nzoka, & Orodho, 2014).

Teachers can use small group and individualize programs for students who do not respond to the school-wide structure and need more support (Emmer, 2015). Time outside scheduled time can be created by subject teachers so as to assist learners who have weakness in some areas in the subjects taught (Wawira, 2011). The scholars points out the importance of classroom instructional practices in shaping students behavior. The

researcher noted that the scholars did not show the relationship between classroom practices and secondary school completion rates. It is against the findings that the researcher carried out the study.

2.7.1 Management Practices Related to Classroom Instruction and Secondary School Completion Rates

A poorly managed classroom cannot provide a stable environment for respectful and meaningful student teaching (Blum, 2005). According to Sugai and Horner (2002), when setting classroom rules, there is need to consider the following: formulate rules that are not vague; don't use rules which students will be unwilling to enforce; factor in consequences for those who will break the rules; use the consequences whenever the rules are broken; avoid using harsh or embarrassing punishments and let the rules be applicable to all the students in the classroom. This could create friendly classroom environment which will reinforce learners desire to complete their studies.

Corporal punishment and suspension should be the last resort when all measures have been exhausted (American Psychological Association, 2008). Punishment can encourage students to drop out of school. If students' problems are beyond a teacher's intervention, the matter could be forwarded to a discipline committee (Ochieng, 2015). Discipline issues in the classroom should therefore be dealt with as soon as they are observed. The scholars points out the effects of corporal punishment, need to deal with discipline issues in class however, the findings do not show the relationship between classroom practices and secondary school completion rates. It is against this background that the study was carried out.

Okinyi, Wamba and Nyabuto (2015) identified good classroom rules. They concluded that good teacher-student relationships can bring about effective classroom management.

Clear communication about the expected students' behavior enables learners to have a sense of direction (Muthoni, 2012). The significance of using fair rules and consequences as well as frequent and consistent feedback regarding students' behavior has been established by (Onyara, 2013). This can be done through class meetings, parents meeting, peer counseling and guidance and counseling (Gardner, 2015). The scholars show the need of classroom practices in shaping students behavior but do not show the relationship between the classroom practices and secondary school completion rate. No studies have been conducted to show the relationship between selected classroom instructional practices and secondary school completion rates in Samburu East Sub-County, Kenya. This compelled the researcher to carry out the study.

2.8 Theoretical Framework

Influential theory was developed by Finn 1993 after taking a longitudinal research study about dropout rates. He found out that decision to leave school is not an instantaneous event (Finn, 1993). The theory plays an important role in student engagement in school and learning by drawing attention to key elements of engagement which are student participation, identification, social bonding, and personal investment in learning (Finn, 1993; Maehr & Midgley, 1996; Wehlage et al., 1989). This suggests that when this theory is applied by secondary school head teachers through implementing management practices, it could prevent dropout rates hence promote school completion rates.

Identification of dropouts can be accomplished with reasonable accuracy by based on review of school management practices in terms of how the practices are related to behavior, school attendance and academics (Barrington & Hendricks, 2015). Rumberger (1995) argues that many school drop outs are expressing an extreme form of disengagement that has been foreshadowed by indicators of withdrawal, poor attendance,

unsuccessful, school experiences such as academic or behavioral difficulties. The overt indicators that lead to disengagement are accompanied by feelings of alienation, a poor sense of belonging, and general dislike for school (Ekstrom et al., 1986).

Finn's (1993) explained further the theory by arguing that it influences and supports the notion that school engagement is integral to school completion. His model of dropout prevention suggests that students must both actively participate in school and have a feeling of identification with school in order for them to remain in school and graduate. Finn's suggestion indicates that school head teachers should anticipate students' participation by observing the behavioral and involvement indicators, so as to engage in good management practices that can lead to high retention rates so as to boost completion rates.

Psychological indicators that could retain learners in school is identification with school which is observed through the feeling of sense of belonging shown through association with school engagements (Lehr et al., 2004). Finn's theory suggests that the clear sign of completion rates is student participation in activities that are directly related to successful performance, which promotes identification with school. Appleton, Christenson and Furlong (2008), states that school completion is characterised by a strength-based orientation, comprehensive interface of systems, implementation of over-time and creating a person who can fit in the school environment. Christenson also argues that interventions designed by the head teachers need to be put in place so as to enhance school completion by addressing the core issues associated with student alienation and disengagement from school. The key issues in this study which are the head teachers' Interventions designs are the school management practices under study. According to the researcher the head teachers, therefore, need to support student engagements by

employing school management practices that will help students to develop connections with their learning environment across a variety of domains. They include:

i. Academic engagement referring to academically engaged time.
ii. Behavioral engagement includes attendance, avoidance of suspension, classroom participation, and involvement in extracurricular activities.
iii. Cognitive engagement involves internal indicators including processing academic information or becoming a self-regulated learner.
iv. Psychological engagement includes identification with school or a sense of belonging.

Hess & Copeland (2001) argues that the indicators of engagement are influenced by the contexts of home, school, and peers for examples as school policies and practices such as a positive school culture can affect the degree to which a student is engaged in school. In addition, the provision of academic resources, classroom practices, or motivational support and education costs for learning can promote students' connection with school and increase success in school (Hess & Copeland, 2001). Furthermore, a focus on factors that facilitate engagement is a promising approach to guide the development of effective interventions promoting school completion (Worrell & Hale, 2001).The study was influenced by influential theory because it shows the relationship between the school management practices under study and secondary school completion rates. The theory implies that if the positive school engagements are employed secondary school completion rates will be raised.

2.9 Conceptual Framework

This study is drawn on independent, dependent and intervening variables which played important role in addressing the relationship between school management practices and secondary school completion rates in Samburu East sub county Kenya. Figure 1 shows the proposed interplay between the research variables.

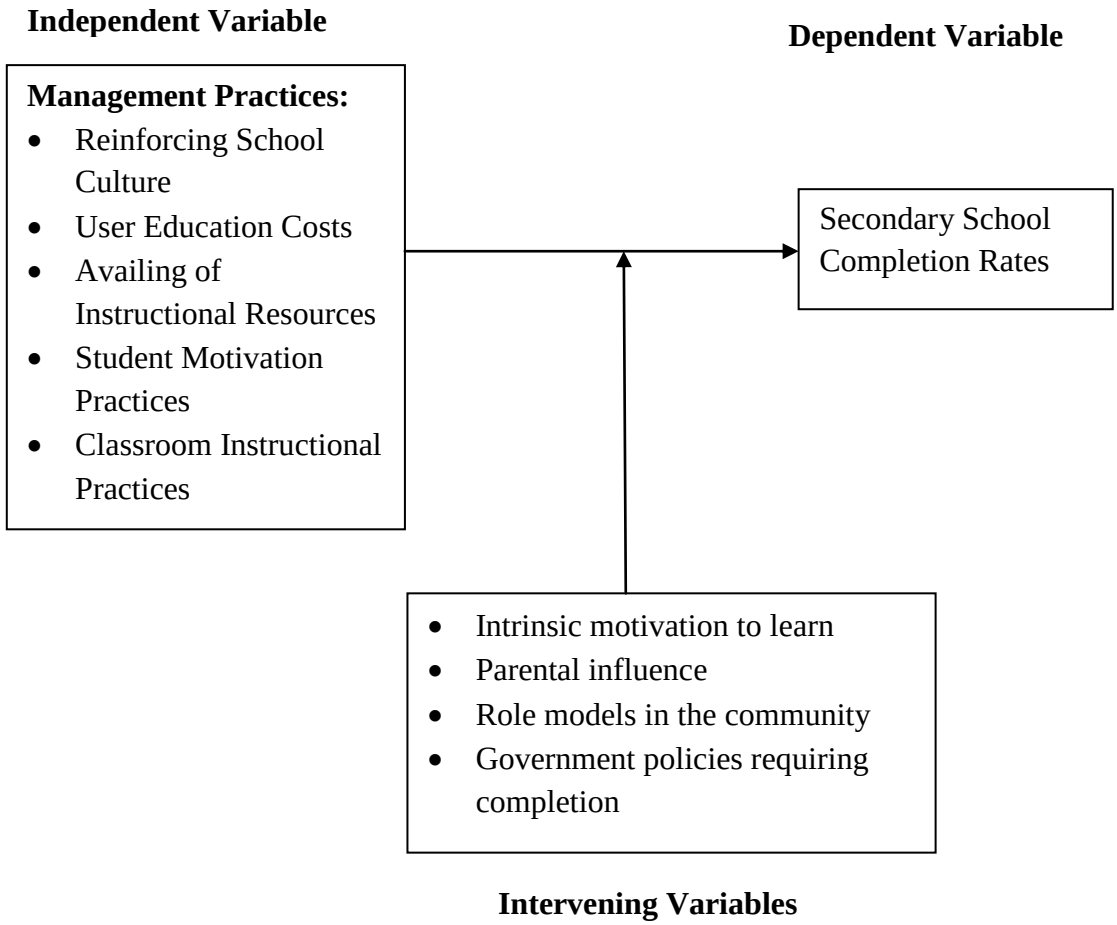

Figure 1: Conceptual Framework

The independent variables of the study found in the figure 1 were management practices which were selected school cultures, selected student education costs, availability of selected instructional resources, selected motivational practices and selected classroom instructional practices. The dependent variable was school completion rates because it is related to by the management practices under study and also intervening variables. Intervening variables though could influence the dependent variable, were mentioned

due to the fact that they influenced both management practices and secondary school completion rates though they were not mainly focused on the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methodology and design used for the study: the research design, location of the study, target population, sample size, sampling procedures, instrumentation, validity and reliability of the research, piloting of the study, data collection procedure, methods of data analysis and ethical consideration.

3.2 Research Design

This study employed descriptive survey and correlation research design. Creswell (2013) states that descriptive research design attempts to establish a characteristic so as to discover how the characteristic is related to a certain attitude or behaviour pattern. Descriptive statistics such as percentages and mean were used to show the frequency, averages of the outcome from the respondents. Correlation research design was used in the study to determine the extend to which two variables are associated (Saunder, 2010). Inferential statistics such as t-test, ANOVA, Pearson product correlation coefficient and multiple regression were use to show the relationship between the variables under study and secondary school completion rates.

3.3 Location of Study

The study was carried out in Samburu East Sub-county, Samburu County, Kenya. Samburu East Sub-County is one of the three sub-counties of Samburu County. The other two sub-counties are Samburu North and Samburu Central. The county has an area of approximately 11 square kilometers which is situated between a longitude of 1ºand 36º and latitude of 10N and 40E. The total population of people in Samburu County is 223,947 according to population (RoK, 2010). The map of Samburu County showing the

location of Samburu Sub-county is found in Appendix VIII. Samburu East Sub-county, according to Table 1, has experienced low completion rates in the past 7 years. The sub-county provides a good ground where rich data on low completion rates can be collected**.**

3.4 Population of the Study

Serem, Boit and Wanyama (2013), avers that the target population is the population of interest to be used for the study. In this study, the target population was 254 Form Four students who had registered to do their Kenya Certificate of Secondary Education Examination (KCSE) in the year 2018 and had begun their secondary school education in the same schools under study. Purposive sampling method was used choose the 7 secondary schools which took part in the study due to the fact that they had registered their students for their KCSE examination. Students were chosen for the study as being learners, the managerial practices had direct bearing on their decisions to continue with schooling to completion.

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedure

A sample is smaller set of larger population (Creswell, 2013). According to Taherdoost (2016), a sample is a small group that is selected to represent a population and that it is used to test that population. The target population is 254 of the Form Four students. Using Krejcie and Morgan determination table (Appendix II), a sample size of 156 respondents was obtained. Stratified sampling was used to stratify students into male and female for mixed schools thereafter, simple random sampling was employed to select the actual participants from each gender and also from single gender schools. Simple random sampling method was used so that equal chances would be given to both boys and girls to participate. The researcher used papers written ‘yes’ to apportion the required sample

from the population and ‘no’ for the students who did not take part in the study. This, therefore, gave all the students equal chances to participate in the study.

3.5.2 Sample Size

Bell (2014) opines that sample size is used to arrive at a representative number of a population’s respondents when the estimate is known. The respondents were students who had registered for their KCSE examination in the year 2018. The total number of students who completed form four was drawn from the data from Samburu East Sub-county (see Table 1) to give the population of 254 students. Sample size was156 respondents. Table 2 shows the sampling frame that gave the sample size of the study obtained from the population under study for each school which participated in the study.

Table 2: Sampling Frame

Schools	**Population (N)**	**Sample from Proportion(s)**
A	51	31
B	55	34
C	33	20
D	30	18
E	34	21
E	32	20
F	19	12
Total	**254**	**156**

The following is the equation formula used to calculate the sample size invented by Krejcie and Morgan, (1970): N/254 x 156= S where N is the population of each school while S is sample size obtained from the population.

3.6. Instrumentation

Data was collected using a questionnaire for students. A questionnaire in most cases is a reliable tool for collecting data since there is uniformity in the questions (Serem, Boit, &

Wanyama, 2013). According to Lovell and Lawson (1970), questionnaires are used in descriptive survey research design so as to obtain facts on current issues useful to inquire opinions, attitude and perception on facts concerning the study. The questionnaire designed for this study was adopted from the objectives of the study.

In this study, questionnaire having six sections numbered as section A-F. Section A contained demographic questions on the background information of each participant. Section B-F has items on school culture, user education costs, instructional resources, student motivational practices and classroom instructional practices in the form of Likert scale type whereby a four discreet type of questions were used. Each item of the questionnaire begun with strongly disagrees to strongly agree. The Likert scale is widely accepted as a conventional scale for measuring opinions and attitudes towards given subjects.

3.6.1 Pilot Study

Piloting was used by the researcher to establish consistency on repeated measure of the same constant (Junyong, 2017). According to McLeod (2013), piloting is necessary for finalising the research instrument. The sample size of the pilot study was 16 respondents. This was done by using 10% of the total sample (156) hence yielding 16 respondents. The schools which participated in piloting were Maralal Mixed day secondary school, Kisima Girls' secondary school, and Maralal Boys' high secondary school. These schools are from Samburu Central Sub-County which is outside the study area but having the same socio-economic background with the schools under study. The questionnaire was administered personally for the first time and collected the same day. Scores for the first piloting were taken. The researcher administered the same questionnaire to the same respondents after two weeks and data collected on the same day. Scores were taken for the second piloting. The scores of first and second piloting

were analysed so as to find out the validity and reliability of the instrument used for the study. Ambiguous and irrelevant items were revised and replaced.

3.6.2 Validity of the Instrument

According to Salkind (2010) validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under investigation. Validity determines whether the instruments truly measures that which it was intended to measure or how accurate the research results are. Content validity was used to establish collation of structure of questions on the questionnaire against the set study objectives. Review of the item clarity after piloting, was carried out to establish comprehensibility of the items and to ensure that biasness of words and phrases are addressed. Experts from management and leadership in education department and other researchers from Kabarak University were given the instrument to validate. Their views were integrated in the final instrument.

3.6.3 Reliability of the Instrument

In this study, reliability of the instrument was tested by using Test-retest reliability method. Reliability measures how well a test consistently measures what it is supposed to measure (Ritter, 2010). A highly reliable test would produce consistent result when administered under similar conditions at different times (McLeod, 2013). Test-retest reliability was done by administering the questionnaire to respondents twice at different times during piloting in Samburu Central Sub-County, an area which was outside the study area but within the same geographical location. The schools which took part in piloting were Maralal Boys', Kisima Girls' and Maralal mixed day secondary schools. This was done by administering the questionnaire for the first time and the scores were recorded. The same questionnaire was administered to the same students for the second time after two weeks and the scores were taken. The scores were then correlated using

Pearson Product Moment Correlation. A computed result of test re-test coefficient was shown in Table 3.

Table 3: Test-re-test Reliability

Variable	No. of items	Pearson Correlation coefficient	Decision
Reinforcing School Culture	10	0.70	Reliable
User education costs	10	0.82	Reliable
Availability of Instructional Resources	10	0.72	Reliable
Student Motivation practices	10	0.80	Reliable
Classroom Instructional practices	10	0.81	Reliable

The threshold for reliability was a coefficient value of at least 0.7 and above as postulated by Salkind (2010). The reliability index values of all the five variables were above 0.7 indicating that the questionnaire was reliable.

3.7 Data Collection Procedure

Permission was sought from the Institute of Post Graduate Studies to collect data. Research permit from National Commission for Science Technology and Innovations (NACOSTI) was obtained. Permission was also sought from the Sub-County Commissioner, Sub-County Director of Education and head teachers of secondary schools where data was obtained by the use of the questionnaires. The researcher with the aid of the form four class teachers obtained the names of form four cohort 2015-2018 who enrolled in the same school in form one from school admission register of the year 2015. The names of students who managed to reach form four in the year 2018 from the cohort were identified and picked from the National Examination Council (KNEC) KCSE registration form. This was done to find out the population. A sample size was

obtained from the population. This was to ensure that all the answered questionnaires were confidentially handled and all collected.

3.8 Data Analysis

Data analysis is the arrangement in order, manipulation and giving the summary of the data collected (Creswell, 2013). Data was collected and sorted out so that the completely answered ones were used for data analysis. The researcher found out that all the questionnaires were dully filled.

Cooper and Schindler, (2014) states that data analysis is the systematic search and arrangement of data collection instruments to be used in the field so as to increasing the understanding and enabling their presentation to others. Tool in the statistical Package for social Science (SPSS) version 22.0 was used to analyse data obtained from the questionnaire. The researcher computed descriptive statistics such as frequencies, percentages and mean. Pearson correlation and multiple regressions were also derived.

Pearson product correlation coefficient and multiple regressions were used to calculate the relationship between dependent and independent variables which were secondary school completion rates and management practices under study respectively. Significant deference was tested at 0.05 alpha level. Data was presented in tables.

The multiple regression models were assumed to hold under the equation;

$$y_{ij} = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + e$$

Where;

yij = Secondary school completion rates

b_0 = Constant

x_1 = School Culture

x_2 = Student Education Costs

x_3 = Instructional Resources

x_4 = Student Motivational Practices

x_5 = Classroom Instruction

b_1 to b_5, were the coefficients of the variables determine by the model

e = the estimated error of the regression model

Table 4: Summary for Quantitative Data Analysis

Objectives	Independent Variables	Dependent Variables	Statistics
1.	Reinforcing school cultures	Secondary school completion rates	Mean, frequency, percentages, t-test, ANOVA and Pearson correlation coefficient
2.	User education costs	Secondary school completion rates	Mean, frequency, percentages, t-test, ANOVA and Pearson correlation coefficient
3.	Availability of instructional resources	Secondary school completion rates	Mean, frequency, percentages, t-test, ANOVA and Pearson correlation coefficient
4.	Student motivational practices	Secondary school completion rates	Mean, frequency, percentages, t-test, ANOVA and Pearson correlation coefficient
5.	Classroom instructional practices	Secondary school completion rates	Mean, frequency, percentages t-test, ANOVA, and Pearson correlation coefficient

3.9 Ethical Consideration

Ethical considerations are principles that address what is good and bad in human affairs. The researcher ensured the safety and ownership of the participants by seeking for consent from Samburu East Sub-county commissioner, Sub-County Director of Education and the school principals to allow the students to voluntarily respond to the instruments. The researcher ensured that no name was written in the questionnaire so that they were anonymous and also keeping the information from the data collected confidential. Participants were informed of their right to take part in responding to the questions in the questionnaire or withdraw from participating. Ethical Principles were adhered to. Citations from the original sources were done. Finally the researcher showed respect and courtesy in approaching the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1. Introduction

The purpose of this study was to investigate the relationship between management practices and secondary school completion rates in Samburu East Sub-County, Kenya. This chapter presents the results of quantitative investigation on the relationship between management practices and secondary school completion rates. Quantitative data analysis was done by preparing raw data and structuring them to extract valuable information as supported by Cooper and Schindler (2014). Data was presented, analyzed and discussed basing on the objectives of the research study. Both descriptive and inferential statistical methods were used in the analysis. Inferential statistics were computed to show significant relationship between dependent and independent variables. Multiple regression coefficients were derived to show the predictive capacity of independent variables on dependent variable.

4.2. Response Rate

The study involved sample size of 156 students who responded to the questionnaire. The researcher issued 156 questionnaires and all were returned. This yielded 100% response rate. Punch (2013) opines that response rate of 80% and above can be gotten from a small random sample rather than a low response rate from a larger pool of potential respondents. This implies that the data provided was adequate.

4.3 Demographic Information Related to the Respondents

Respondents to the questionnaire were male and female students from the sampled schools. The sampled schools were mixed day, boarding for boys' and girls' secondary schools. Both male and female respondents were given equal chances to respond to the questionnaire.

4.3.1 Gender of the Respondents

The percentage of respondents who participated in the study per gender was calculated. The findings are in Table 5.

Table 5: Gender of the Respondents

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	77	49.4	49.4	49.4
	Female	79	50.6	50.6	100.0
	Total	**156**	**100.0**	**100.0**	

The data presented in Table 5 indicates that male respondents were 49.4% while female were 50.6% of the total number of the respondents. This means that there was parity in representation of both genders in the study.

4.3.2 Respondents by Type of School

The number of respondents who responded to the questionnaire were computed according to the type of school sampled for the study. The findings are in Table 6.

Table 6: Type of school

Type of School		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private boarding for Girls	18	11.5	11.5	11.5
	Public mixed day	51	32.7	32.7	44.2
	Public boarding	87	55.8	55.8	100.0
	Total	**156**	**100.0**	**100.0**	

Table 6 shows the type of schools whose students took part in responding to the questionnaire. There was 1 private boarding school for girls, 4 public mixed day schools and 2 public boarding schools for both boys and girls with 11.5%, 32.7% and 55.8% respondents respectively.

4.4 Study Findings Related to Management Practices and Secondary School Completion Rates

This section comprises description of responses to the variables of the study. The independent variables were school culture, user education costs, availability of instructional resources, student motivational practices and classroom instructional practices while the dependent variable was secondary school completion rates in Samburu East sub-county, Kenya. The study used percentages, means, standard deviations and Pearson correlation to describe the responses to the independent and dependent variables of the study.

4.4.1 Reinforcing School Culture and Secondary School Completion Rates

The first objective of the study was to investigate the relationship between reinforcing school culture on secondary school completion rates in Samburu East Sub-county, Kenya. This section presents respondent's responses to the issue of the relationship between school cultures and secondary school completion rates. The results of the findings are presented below.

4.4.2 Percentages of Reinforcing School Cultures

Items from the questionnaire on school cultures were analyzed. Percentages, mean and standard deviation were calculated for each item. The findings are presented on Table 7.

Table 7: Percentages of Reinforcing School Cultures

Statement	SD%	D%	A%	SA%	MEAN	Std Dev
Regular prayers in my school encourages me to complete my secondary school education	6.4	18.6	35.3	39.7	3.16	1.17
Performance of regular sacred songs in my school encourages me to complete my secondary school education	2.6	27.6	28.8	41.0	3.12	1.17
Regular worship services organised by Christian societies in my school encourages me to complete my secondary school education	3.2	19.3	34.6	42.9	3.26	1.04
Instilling of discipline in my school encourages me to complete my secondary school education	3.8	19.3	31.4	45.5	3.24	1.13
Celebrating good performance annually in my school encourages me to complete my secondary school education	4.5	27.5	38.5	29.5	3.04	1.17
Regular rewarding of students who perform well in my school encourages me to complete my secondary school education	13.5	23.1	44.9	18.6	2.74	1.30
The implementation of school rules in my school encourages me to complete my secondary school education	23.7	20.5	43.5	12.2	2.23	1.37
Students' committed to their studies in my school encourages me to complete my secondary school education	21.2	28.8	37.2	12.8	3.26	1.04
Friendly school environment in my school encourages me to complete my secondary school education	21.2	34.6	38.5	5.8	3.12	1.17
The belief that success comes as a result of hard work encourages me to complete my secondary school education	2.6	17.4	74.4	5.8	2.97	0.83
Overall Index					**3.54**	**0.50**

Key: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree; %=Percentages Std Dev=Standard Deviation

The information on Table 7 affirms that respondents agreed that there is close relationship between students' belief that success comes as a result of hard work (80.2%; Mean=2.97; std dev =0.83), regular services organized by Christian societies (77.5%; Mean=3.26; std dev =1.04) and instilling discipline among students in schools (76.9% Mean=3.24; std dev =1.13) and secondary school completion rates. This is because the items had the highest percentage and also their means falls on agree part of the Likert scale. The findings show that inculcating belief in hard work, institutionalization of regular religious services and instilling discipline among students in schools created a positive environment which encouraged learners to complete their secondary school education in the area under study. The findings agree with a study on positive school culture by Peterson and Deal (2011) who suggested that processes and daily routine are infused with deep meaning that can inculcate positive change in learners.

In relation to the positive effect of instilling discipline among students, Muthoni, (2012) study on school related factors that influence student discipline had confirmed that discipline is a method of guidance that enable students to comprehend training of brain power and the character of an individual resulting to self-control, obedience, orderly behavior and skillfulness. Odongo et al., (2013) also found out that instilling of discipline encourages completion rates as it makes the student to build up moral values and character. From the findings researcher opines that instillation of discipline is core practice that encourage learners to complete their secondary school education in the study area.

Further, the findings show that performance of regular sacred songs (69.8% Mean=3.08; std dev =1.04), celebration of good performance annually (68% Mean=3.12; std dev =1.17) regular rewarding of students who perform well (63.5%Mean=2.74; std dev =1.30, implementation of school rules (55.7% Mean=2.23; std dev =1.37) and

commitment to studies (50% Mean=3.26; std dev =1.04) students to complete their secondary education. Atieno and Simatwa, (2014) affirms that school culture is a complex practice that is deeply intertwined in the core of an institution. It can be concluded that these school cultural practices are core management practices that enable students to complete their secondary school education.

In addition, the findings also showed that creation of a friendly school environment (44.3%; Mean=3.12; std dev =1.17) had low relationship to secondary school completion rates. Ng'ang'a and Nyongesa (2012) in their study on school culture found out that school manager need to put in place and practice core values, beliefs and practices that work in his\her institution so as to improve retention rates hence completion rates. Research conducted by Bhengu and Mthembi (2017) on effective leadership school culture and school effectiveness found out that school culture determines learner achievements within a school hence improve secondary school completion rates.

The findings on Table 7 show the overall index of school cultures as Mean=3.54; std dev =0.50. The mean falls on the strongly agree part of the Likert scale affirming that most respondents felt that there is a close relationship between school cultures and secondary school completion rates in Samburu East Sub-County, Kenya. This means that when the schools' cultures are reinforced along these practices, more students could be encouraged to complete their secondary school education. Hongboontri and Keawkhong (2014) argue that routine practice builds up positive school culture hence make institutions to run smoothly. Toom (2018) also affirms that regular practices done in an institution influences moral behavior of learners.

4.4.3 Correlation between Reinforcing School Cultures and Secondary Completion Rates

The study sought to determine the relationship between reinforcing school cultures and secondary completion rates. The study, therefore, conducted a bivariate correlation analysis between school cultures and secondary school completion rates in Samburu East Sub-county, Kenya to determine the relationship. The findings are in Table 8.

Table 8: Correlation between Reinforcing School Culture and School Completion Rates

		School Culture
School Completion Rate	Pearson Correlation	.472*
	Sig. (2-tailed)	.000
	N	156

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

The results in Table 8 showed that there exists a positive and significant relationship (r = .472, P=0.000< P = 0.05) between reinforcing school culture and secondary school completion rates in Samburu East Sub-county, Kenya. This finding shows there was a positive and significant correlation between school culture and secondary school completion rates in the area. This affirms that reinforcing school culture would significantly increase the students' secondary school completion rates in Samburu East Sub-county, Kenya.

4.4.4 T-test for Reinforcing School Cultures by Gender

T-test of items of reinforced school cultures were carried out between male and female respondents from the sampled schools. The findings are presented on Table 9.

Table 9: T-Test for Reinforcing School Culture by Gender

Gender	N	Mean	SD	Df	t-value	ρ-value
Male	77	3.58	.416	142	0.994	0.322
Female	79	3.50	.569			

Table 9 shows results of t-test. The findings revealed that the effect school cultures on secondary school completion rates did not significantly vary between male and female respondents at t= 0.994, p=0.322> p = 0.05 meaning that reinforcement of school culture as a management practice affected both male and female students in equally.

4.4.5 Difference in Reinforcing School Cultures by School Categories

ANOVA was conducted so as to establish the difference between reinforcing school cultures across private boarding, public boarding and mixed day schools at $p \leq 0.05$ significant level. The results of the findings were presented on Table 10.

Table 10: Difference in Reinforcing School Cultures by School Categories

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.998	2	2.499	11.364	.000*
Within Groups	33.649	153	.220		
Total	**38.647**	**155**			

*Significant at 0.01 alpha level

The results of ANOVA analysis on Table 10 shows that there is a significant difference in school cultures and secondary school completion rates across private boarding, public mixed day and public boarding schools at 0.05 significant alpha level. The findings show that $F_0(2, 153) = 11.364 > F_c(2, 153) = 3.06$ and p= .000 < p = 0.05 indicating that there is significant difference in the effects of school cultures by school category. This means that while there were differences in school cultures depending on the school

category, the reinforcement of the school cultures was still significantly related to secondary school completion rates.

4.5 User Education Costs Practices and Secondary School Completion Rates

The second objective of the research study was to find out the relationship between user education costs and secondary school completion rates in Samburu East Sub-County, Kenya. The objective was achieved by analyzing data according to the targeted user education costs. The findings are presented in the following sub-sections.

4.5.1 Percentages of User Education

The percentages and mean of Cost Sharing Practices were drawn from the students' responses to questionnaire. The findings were presented in Table 11

Table 11: Percentages of User Education Costs Practices Education

Statement	SD%	D%	A%	SA%	MEAN	Std Dev
The use of alternatives fees payments like bringing goats, firewood or food for fees in my school encourages me to complete my secondary school education.	10.3	22.5	34.6	32.7	2.94	1.32
The provision of lunch programs in my school encourages me to complete my secondary school education.	0.6	27.1	26.3	46.2	3.23	1.09
The provision of enough personal effects by parents in my school encourages me to complete my secondary school education	3.8	16.7	24.4	55.1	3.34	1.14
Paying of fees in installment by parents in my school encourages me to complete my secondary school education	8.3	21.1	31.4	39.1	3.08	1.26
Forwarding of names of needy students to sponsors for financial assistance in my school encourages me to complete my secondary school education	7.1	32.0	39.1	21.8	2.88	1.13
Provision of fare to school by parents encourages me to complete my secondary school education	11.5	28.2	48.7	11.5	2.69	1.19
Provision of enough writing materials by parents in my school to their children encourages me to complete my secondary school education	2.6	30.7	40.4	26.3	2.98	1.09
Provision of revision text books by parents in my school encourages me to complete my secondary school education	5.8	23.4	48.1	23.1	3.01	1.06
Provision of bursary in my school encourages me to complete my secondary school education	3.2	22.5	47.4	26.9	3.08	1.04
Education trips sponsored by parents in my school encourages me to complete my secondary school education	3.2	22.4	68.6	5.8	2.90	0.88
Overall Index					**3.02**	**0.511**

Key: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree; %=Percentages; Std Dev=Standard Deviation

The information on Table 11 shows that majority of the students strongly agreed that provision of enough personal effects (79.5%; mean= 3.34; std dev = 1.14), education trips sponsored (74.4%; mean= 2. 90; std dev = 0.88), bursary (74.3%; mean= 3.08; std dev = 1.04) lunch Programs (72.5%; mean= 3.23; std dev = 1.09) and revision textbooks (71.2%; mean= 3.01; std dev = 1.06) by parents encourage them to complete their secondary school education. This was because the items were highly rated in terms of percentages of those who agreed with the items compared to those who disagreed with them and also the fact that their means fell on the strongly agree part of the Likert scale.

From the findings in Table 11, it is evident that finances played a very important role in mitigating the likelihood of low secondary school completion rates by students. In particular, parental financial input to offset personal effects and other costs not included in the free secondary education package were linked with increased completion rates by the students. This agrees with Khamati and Nyongesa (2013) who in concurrence with Katamei and Omwono (2015) and Onuko (2012) argued that students whose parents afford education needs and those who get sponsorship stand a better chance to complete their education. Onuko (2012) in light of Abraham Maslow's Hierarchy of Needs Theory states that a person who cannot meet physiological needs would automatically lose focus and lack momentum to move to the next level of cannot be satisfied.

The schools' inputs in terms of mitigation of tuition fees through bursaries and sponsored educational trips were also cited as being instrumental in improving school completion rates among students. These results were supported by studies done in Bangladesh by OECD (2013) which revealed that completion rates in this country has been improving due to introduction of bursary scheme in secondary school. Another study done in the United Kingdom similarly reported a close relationship between the Government bursary, transition and Completion rates (OECD, 2013). This suggests that availability of

bursaries translated into high transition and completion rates worldwide. Locally, Sang et al., (2013) also concluded in their study that bursary programs boost completion rates in secondary schools in Kenya.

Furthermore, the study findings also show that majority of the students agreed that their schools' management practice of allowing payment of fees in instalments (70.5%; mean= 3.08 std dev = 1.26) and alternatives fees payments (67.3%; mean= 2.94; std dev = 1.32) encourage students to complete their secondary school education. The flexibility allowed in payment of school fees by the management meant that the students were under less pressure to comply with the financial regulations of the schools and, hence, reduced the chances of their secondary education cycle being disrupted due to issues relating to finance. These findings support those of Ogalo, Simatwa and Juma (2014) who observed that payment in installments can be encouraged by principals so as to allow parents to have enough time to complete fees payment. The principals should therefore have a schedule of fees payment for parents paying in instalment and communicate to the latter during annual meetings, parents' days and through newsletters sent at the end of each term.

In addition, the provision of lunch programs was also found to have a considerable impact on addressing low completion rates in secondary schools in the area. Most students strongly agreed (72.5%; mean= 3.23; std dev = 1.09) that, "The provision of lunch programs in my school encourages me to complete my secondary school education." This was consistent with Acheck (2015) who found that the presence of lunch programs for students in marginal areas was important and could, therefore, be used to encourage students to remain in school and greatly improve completion rates.

Results of the study findings also affirmed that provision of enough writing materials (66.7%; mean= 2.98; std dev = 1.09), forwarding of names of needy students to sponsors for financial assistance (60.9%; mean= 2.69; std dev = 1.19) and provision of fare to school by parents (60.2%; mean= 3.40; std dev = 1.13) encourage secondary school completion rates. This is because the percentages are above average and their means are above 2 hence falling under the agree part of the Likert scale. In light of the research findings, the researcher noted that writing materials, sponsorships and fare to school are important items that can lead to improvement of secondary education. The researcher, therefore, opines that the practices be encouraged in schools because they encourage secondary school completion rates in the area under study. These findings agree with Sang et al., (2013) and Otieno (2013) who argue that provision of education needs other than fees that can lead to increase in access to education, retention and completion rates.

These findings agree with Muthoni (2015) whose study on influence of government bursary on students' access to secondary education found out that availability sponsorships and bursaries leads to high school completion rates. Muhindi (2012) also concurred with Muthoni (2015) by arguing that subsidized secondary school education makes remarkable impact in accelerating completion rates. The researcher noted from the findings that sponsorship and bursaries leads to improvement of secondary school completion rates. Yara (2010) and Akaranga (2011) affirmed that provision of learning materials increases school completion rates. It was also noted by the researcher from the study findings that when students are provided with enough writing and revision materials it will lead to acceleration of secondary school completion rates.

4.5.2 Correlation between User Education Cost and Secondary School Completion Rates

Pearson correlation coefficients were calculated to find out correlation User Education Costs and secondary school completion rates in Samburu East Sub-county, Kenya. The findings are shown in Table 12.

Table 12: Correlation between User Education Cost and Secondary School Completion Rates

		Student Education Cost
School completion rate	Pearson Correlation	.294*
	Sig. (2-tailed)	.000
	N	156

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

It was established from Table 12 that there exists a positive and significant relationship (r =0.294, p =0.000< p = 0.05) between user education costs and secondary school completion rates in Samburu East Sub-county. This was because p value 0.000 is less than 0.05 alpha level. The positive correlation observed between the variables implied that well managed implementation of user education costs increases secondary school completion rates. Hence, if the user education cost especially those touching on school fees, and provision of other basic items are well managed, the total number of students who complete their secondary education would increase.

4.5.3 T-Test of User Education Costs Practices by Gender

T-test was conducted by gender to determine whether user education costs significantly influenced completion rates across the gender divide. The findings were shown on Table 13.

Table 13: T-Test of User Education Costs Practices by Gender

Gender	N	Mean	SD	Df	t-value	ρ-value
Male	77	3.80	.447	154	.788	.432
Female	79	3.73	.567			

The results of t-test shown in Table 14 revealed that user education costs were not significantly different between male and female respondents at 0.05 alpha level, t (154) = 0.788, p=0.432 > p = 0.05. According to the findings (Table 13), P value (0.432) is greater than 0.05 alpha level. This means that secondary school completion rates did not significantly differ across the gender divide as a result of user education costs as a management practice.

4.5.4 Difference in User Education Costs by School Categories

ANOVA was conducted to establish the difference in user education costs by school categories at 0.05 alpha level. The results of the findings are presented on Table 14.

Table 14: Difference in user Education Costs by School Category

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.462	2	.231	.885	.415
Within Groups	39.948	153	.261		
Total	**40.410**	**155**			

*Significant at 0.05 level

The results of ANOVA analysis in Table 14 indicates that there is no significant difference between user education costs and secondary school completion rates across private boarding, public mixed day and public boarding schools at the 0.05 level, F (2, 153) = 0.885, p= 0.415 > p = 0.05. This was because the p value 0.415 is greater than 0.05 significant level. This infers that while user education costs could vary across the

different categories of schools, this did not necessarily influence secondary school completion rates across the schools.

4.6 Availing of Instructional Resources and Secondary School Completion Rates

The third objective of the research study was to find out the relationship between instructional resources and secondary school completion rates in Samburu East Sub-County, Kenya. This section presents respondent's responses to the items on instructional resources and secondary school completion rates. The results of the findings are presented in the following sub-sections:

4.6.1 Percentages of Availing Instructional Resources in Secondary Schools

Percentages, mean and standard deviation of items on availing instructional resources from the questionnaire were analyzed. Percentages were worked out for each item. The findings are presented in Table 15.

Table 15: Percentage Rating of the Availing Instructional Resources

Statement	SD%	D%	A%	SA%	MEAN	Std Dev
Provision of required text books in my school encourages me to complete my secondary school education.	26.3	19.9	36.5	17.3	2.62	1.47
Provision of laboratory equipment in my school encourages me to complete my secondary school education.	16.0	18.6	35.9	29.5	2.98	1.49
Provision of past papers for revision in my school encourages me to complete my secondary school education.	28.2	12.2	33.4	26.3	2.67	1.59
Provision of internet facilities in my school encourages me to complete my secondary school education.	24.4	13.5	39.8	22.4	2.66	1.50
Provision of computers for instruction in my school encourages students to complete my secondary school education.	25.0	17.3	44.2	13.5	2.53	1.37
Frequent use of teaching aids during classroom instruction in my school encourages me to complete my secondary school education.	19.9	28.8	40.3	10.9	2.58	1.33
Provision of clean learning environment encourages me to complete my secondary school education.	14.7	23.7	44.7	17.3	2.59	1.35
Provision of spacious classrooms encourages me to complete my secondary school education.	23.1	25.6	39.1	12.2	2.56	1.36
Provision of study rooms for personal study in my school encourages me to complete my secondary education	21.2	25.0	41.0	12.8	2.53	1.37
Provision of equipped library facility in my school encourages me to complete my secondary education	5.8	35.3	37.8	21.2	2.64	1.30
Overall Index					**2.636**	**0.998**

Key: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree%=Percentages; Std Dev=Standard Deviation

With the overall index (mean = 2.636; std dev = 0.998) which is above the mid mark of 2.5, the responses in Table 15 suggest that majority of the respondents generally agreed with the items on availing instructional resources and their influence on school completion rates. The percentages together with the means of the individual items further suggest that majority of the students agreed with the statements. However, the four top rated statements, that is; provision of laboratory equipment in the schools (65.4%; mean = 2.98; std dev = 1.49),provision of clean learning environment (62 %; mean = 2.39; std dev = 1.35), provision of past papers for revision (59.7%; mean= 2.67; std dev = 1.59) and provision of equipped library facility in the schools (59%; mean = 2.64; std dev = 1.30) shows that a considerable proportion of students were inclined to believe that availing these resources by the school management could encourage students to complete their secondary school education in the area. For instance, Akungu, (2014) affirms that availability of equipped laboratories promotes learning of science subjects.

The findings also indicate that the provision of internet facilities (35.9 %; mean = 2.26; std dev = 1.36) as well as the provision of computers for instruction in schools (30.8%; mean = 2.23; std dev = 1.37) had a low impact in encouraging students to complete their secondary school education in the area. As a digital world, online resources are very important in the learning process and as such, provision of internet to enable student's access online learning resources was important. However, unlike previous studies by Akinfe et al., (2012) and Awolaju (2016) who failed to demonstrate the relationship between availability of internet and secondary school completion rates, the present study shows that availing internet to the students had a substantial effect in encouraging them to continue with their schooling in secondary schools in the area.

Furthermost students were of the view that provision of study rooms for personal study in their school (53.8%; mean = 2.53; std dev = 1.37), and provision of required text

books in their school (53.8%; mean = 2.62; std dev = 1.47) encourages them to complete their secondary school education. Majority of students also viewed provision of spacious classrooms (51.3%; mean = 2.62; std dev = 1.47) and frequent use of teaching aids during classroom instruction in their schools (51.2 %; mean = 2.28; std dev = 1.33)as encouraging them to complete their secondary school education. These findings agree with Imbovah et al., (2018) argument that instructional resources are crucial for effective teaching and learning.

These findings show above average percentages meaning that few respondents agreed that these items encouraged them to complete their secondary school education. This implies that although the items may not be prevalent to the respondents, they encourage secondary school completion rates in the area under study. Fullan (2010) and Cuban (2015) argue that whole school system reforms need when analysed critically by school managers, they can find out practical teaching resources that can lead to effective and efficient teaching and learning process. According to Gibbons and Silva (2011), school quality leads to improvement of child well-being consequently high retention rates and high completion rates.

From the responses it is evident that instructional resources were being availed in a satisfactory manner in the schools. As such, most students were optimistic about their influence on their desire to complete their secondary school education. The researcher, therefore, opines that a secondary school principal has a role to play in availing the instructional resources, monitor the available ones and measure the quality of using the available resources so as to find out the best resources to be used to improve quality instruction.

4.6.2 Correlations between Availing Instructional Resources and Secondary School Completion Rates

The researcher conducted a Pearson correlation analysis between availing instructional resources and secondary school completion rates in Samburu East Sub-county, Kenya. The findings are shown in Table 16.

Table 16: Correlation between Availing Instructional Resources and Secondary School Completion Rates

		Availing Instructional Resources
School Completion Rate	Pearson Correlation	.540*
	Sig. (2-tailed)	.000
	N	156

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

The study conducted Pearson correlation analysis for availing instructional resources and secondary school completion rates in Samburu East Sub-county, Kenya. From the results in Table 16, the study found out that there exists a positive and statistically significant relationship ($r = 0.540; p = 0.000 < p = 0.05$) between instructional resources and secondary school completion rates in Samburu East Sub-county. This was because the p value 0.000 is less than 0.05 alpha level. This implies that the management practice of availing instructional resources could lead to increase in secondary school completion rates. Hence if the instructional resources were made available, the total number of students who complete their secondary education would likely increase. The findings agree with Akaranga (2011) that the availability of instructional resources accelerates secondary school completion rates. They also agree with Imbovah et al., (2018) who found out that teaching and learning resources are crucial for achieving high completion rates.

4.6.3. T-Test on Availing Instructional Resources by Gender

T-test was conducted to determine the effect of availing instructional resources on school completion rates across gender, at 0.05 significant level. The results of the findings are presented in Table 17.

Table 17: T-Test on Availing Instructional Resources by Gender

Gender	N	Mean	SD	Df	t-value	ρ-value
Male	77	2.23	2.87	154	0.154	0.878
Female	79	1.98	2.85			

The results of t-test revealed that the effect of availing instructional resources on school completion rates was not significantly different between male and female respondents at the 0.05 significant level, t (154) = 0.154, p=0.878> p = 0.05. The results further indicated that standard deviation value for female is 2.85 while that of male is 2.87. This infers that there was no statistically significant difference on instructional resources between genders. This suggests that availing instructional resources as a management practice were perceived by both genders in the same measure.

4.6.4 Difference in Availing Instructional Resources by School Categories

F-test was conducted so as to establish the difference between the availing instructional resources across private boarding, public boarding and mixed day schools at 0.05 alpha level. The results of the findings are presented on Table 18.

Table 18: Difference in the Availing of Instructional Resources by School Category

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	57.664	2	28.832	45.680	.000*
Within Groups	96.570	153	.631		
Total	**154.234**	**155**			

*Significant at 0.05alpha level

ANOVA analysis shows that there was a statistically significant difference between the management practice of availing instructional resources across private boarding, public mixed day and public boarding schools at the 0.05 alpha level (F (2, 153) = 45.680, p= 0.000< p = 0.05). This was because the p value 0.000 is less than 0.05 alpha level. This means that the influence of availing instructional resources was different cross the schools.

4.7 Student Motivation Practices and Secondary School Completion Rates

The fourth objective of the research study was to find out the relationship between student motivation practices and secondary school completion rates in Samburu East Sub-County, Kenya. Percentages, means and Pearson correlation coefficients were obtained and the results of the findings are presented in the sub-sections.

4.7.1. Percentages of Student Motivation Practices

Items from the questionnaire on student motivational practices were analysed and the findings are presented on Table 19.

Table 19: Percentage Student Motivational Practices

Statement	SD%	D%	A%	SA%	MEAN	Std Dev
Rewarding of good performance in my school encourages me to complete my secondary school education	9.6	21.2	35.9	33.3	2.98	1.29
Involvement of students in decision making in my school encourages me to complete my secondary school education	5.1	31.4	26.3	37.2	2.99	1.25
The awarding of certificates to outstanding performers in my school encourages me to complete my secondary school education	19.9	39.8	26.9	13.5	2.34	1.35
Students' involvement in co-curricular activities in my school encourages me to complete my secondary school education	1.3	18.6	37.2	42.9	3.30	.98
Presence of teachers who are role models in my school encourages me to complete my secondary school education	3.2	22.4	68.6	5.8	2.90	.88
Frequent talks given by motivational speakers in my school encourages me to complete my secondary school education	26.3	36.5	19.9	17.3	2.22	1.47
Provision of career guidance in my school encourages me to complete my secondary school education	16.0	35.9	18.6	29.5	2.58	1.49
Provision of guidance and counseling in my school encourages me to complete my secondary school education	28.2	33.4	12.2	26.3	2.27	1.59
Verbal rewards given to outstanding performers in my school encourages me to complete my secondary school education	2.6	21.1	44.9	31.4	3.13	1.05
The friendly interactions between teachers and students in my school encourages me to complete my secondary school education	21.8	35.9	37.2	5.1	2.23	1.29
Overall index					**2.70**	**0.628**

Key: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree; %=Percentages Std Dev=Standard Deviation

The findings in Table 19 indicate that the respondents were motivated most to complete their secondary education by involvement in co-curricular activities (80.1% mean= 3.30; std dev = 0.98). The study established that verbal rewards given to outstanding performers (76.3% mean= 3.13; std dev = 1.05) and presence of teachers who are role

models (74.1% mean= 2.90; std dev = 0.88) also influenced secondary school rates in the area of study. This was attributable to the percentages of responses suggesting the students agreed with the statements being above average and their mean are above 3 item of the Likert scale. This implies that the respondents strongly agreed that the management practice along the three items under study highly motivated them to complete their secondary school education in the area under study. Peterson and Deal (2011) argues that rewarding of good performers and having teacher role model are positive school cultural practices that lead to raise in secondary school completion rates.

The study established that involvement of students in decision making (69.2% mean= 2.99; std dev = 1.25) and rewarding of good performance (63.5% mean= 2.98; std dev = 1.29) were motivational practices that influenced secondary school completion rates. It is herein reported that students' involvement in decision making and rewarding of good performers are management practices that could improve secondary school completion rates. This was affirmed by Odongo et al., (2013) by reporting that once students are involved in activities of the school, they feel a sense of belonging, become self-driven and responsible, consequently, accelerating completion rates.

Furthermore, the findings also show that respondents agree that provision of guidance and counselling (52.6% mean= 2.27 std dev = 1.59) and frequent talks given by motivational speakers (51.3% mean= 2.22; std dev = 1.47) encourage secondary school completion rates in the study location. This is because the percentages were average and the means are above 2 item of the likert scale. This means that respondents were motivated at an average rate to complete their secondary school education. Hollingsworth, Dude and Shepherd (2010) argue that guidance at counselling is a key practice that should be used daily to improve secondary school completion rates.

Moreover, the findings indicated that friendly interactions between teachers and students (46.2% mean= 2.23; std dev = 1.29), awarding of certificates to outstanding performers (41.1% mean= 2.34; std dev = 1.35) and provision of career guidance (39.7% mean= 2.58; std dev = 1.49) had weaker relationship to secondary school completion rates. The percentages of these items are below average while their means are above 2 which is the agree part of the likert scale. This implies that although the items under study were not most preferred by the respondents, they encourage secondary school completion rates in the study locality. The researcher opines that the head-teachers need to find out why these items motivated learners to complete their secondary school education at a lower rate and do reforms.

The overall index of motivational practices according to the study findings is Mean= 2.70; std dev.0.628. This implies that the all the items under study were agreed to encourage secondary school completion rates in the area under study. This is because the overall mean is above 2 which falls under agree part of the likert scale. The study therefore, concludes that the most preferred items that encourage secondary school completion rates in Samburu East Sub-county are co-curricular activities, verbal rewards given to outstanding performers and presence of teachers who are role models. In addition, involvement of students in decision making, rewarding of good performance and provision of guidance and counselling also encouraged secondary school completion rates. Friendly interactions between teachers and students, awarding of certificates to outstanding performers, provision of career guidance and frequent talks given by motivational speakers encouraged secondary school completion rates at a lower rate. The researcher therefore suggested reform system to be carried out so as to curb the challenges in the motivational practices that had low influence.

4.7.2 Correlations between Students Motivational Practices and Secondary School Completion Rates

Pearson correlation coefficient was calculated to find out the correlation between the selected student motivational practices and secondary school completion rates in Samburu East Sub-county, Kenya. The findings are shown in Table 20.

Table 20: Correlation between Student Motivational Practices and Secondary School Completion Rates

		Student Motivation Practices
School Completion Rate	Pearson Correlation	.544*
	Sig. (2-tailed)	.000
	N	156

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

Results in Table 20 established that there exists a positive and significant relationship (r = 0.544, P=0.000) between the selected student motivational practices and secondary school completion rates in Samburu East Sub-county. This is because the p value 0.000 is less than 0.05 alpha level. It implies that implementation of student motivational practices could increase secondary school completion rates in the study area. This means that when the student motivational practices are implemented, the total number of students who complete their secondary school education would increase.

4.7.3 T-Test on Student Motivation Practices and Secondary School Completion Rate by Gender

T-test was conducted to establish the relationship in the responses on student motivational practices and Secondary School Completion Rates by gender. The findings were presented on Table 21.

Table 21: T-Test on Student Motivation Practices by Gender:

Gender	N	Mean	SD	Df	t-value	ρ-value
Male	77	3.35	.607	154	-0.377	.707
Female	79	3.39	.652			

The results of t-test on table 21 reveals that motivational practices was not significantly different between male and female respondents at 0.05, t (154)= -0.377, p=0.707 > p = 0.05. P value is greater 0.05 alpha level. This shows that there is no statistically significant relationship between male and female students. This means that motivational practices influence both genders in equal measure.

4.7.4 Difference in Students Motivational Practices by School Categories

ANOVA was conducted so as to establish the difference between student motivation practices across private boarding, public boarding and mixed day schools at 0.05 alpha level. The results of the findings were presented on Table 22.

Table 22: Difference on Student Motivational Practices by School Category

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.077	2	9.539	34.650	.000*
Within Groups	42.119	153	.275		
Total	**61.196**	**155**			

*Significant at 0.05 alpha level

Table 22 shows the results of F-test which was carried out to determine whether there is statically significant relationship between student motivational practices and secondary school completion rates. The finding of F-test analysis showed that there was statistically significant difference between student motivational practices across private boarding, public mixed day and public boarding schools at the 0.05 level, F (2, 153) = 34.650, p=

0.000< p = 0.05. This was because the p value 0.000 is less than 0.05 alpha level. This means that student motivational practices prevailed across the schools differently.

4.8 Classroom Instructional Practices and Secondary School Completion Rates

The fifth objective of the research study was to find out the relationship between classroom instructional resources and secondary school completion rates in Samburu East Sub-County, Kenya. Percentages, means and Pearson correlation coefficients are presented.

4.8.1. Percentages of Classroom Instructional Practices

Percentage and mean of classroom instructional practices were computed. The findings were shown on Table 23.

Table 23: Percentages of Classroom Instructional Practices

Statement	SD%	D%	A%	SA%	MEAN	Std Dev
The regular marking of students' lesson attendance register in my school encourages me to complete my secondary school education	6.4	18.6	39.7	35.3	2.34	1.15
Following up of students who do not attended lessons in my school encourages me to complete my secondary school education	0.0	21.8	37.2	41.0	3.29	.93
Regular attendance of symposia for all subjects in my school encourages me to complete my secondary school education	1.3	20.5	36.5	41.7	3.30	.95
Regular revision done in my school encourage me to complete my secondary school education	2.6	16.1	37.2	44.2	3.32	1.00
Regular exams done in my school encourages me to complete my secondary school education	4.5	25.7	41.0	28.8	3.06	1.07
Making up of missed lessons in my school encourages me to complete my secondary school education	5.8	21.8	53.8	18.6	2.95	1.08
The school's involvement in the setting of students' personal achievable target encourages me to complete my secondary school education	3.2	24.4	44.2	28.2	3.06	1.07
Parents' regular involvement in school academic activities I my school encourages me to complete my secondary school education	3.8	19.2	48.1	28.8	3.14	1.01
The following up of lesson assignments by teachers in my school encourages me to complete my secondary school education	2.6	19.9	45.5	32.1	3.15	1.03
Students' participation in regular group discussions in my school encourages me to complete my secondary school education	1.3	13.5	78.8	6.4	3.06	.68
Overall Index					**3.14**	**0.496**

Key: SD=Strongly Disagree; D=Disagree ;A=Agree; SA=Strongly Agree; %=Percentages; Std Dev=Standard Deviation

The findings on Table 23 shows that majority of the respondents agreed that students' participation in regular group discussions (85.2% mean= 3.06; std dev = 0.68) and revision (81.4% mean= 3.32; std dev = 1.00) encourage secondary school completion rates. This is because the percentages are above average and means are above 3. This implies that the students strongly agreed that regular participation in group discussion and regular revision encourage them to complete their secondary school education in the area under study. Rotich (2014) affirms that good use and management of group discussions, presentations, simulations and improvised teaching aids lead to effective instructions. These findings also concur with Onyara (2013) who affirmed that peer learning encourage weak students to present their ideas and so feel accepted.

Further, the respondents agreed that regular attendance of symposia in all subjects (78.2% mean= 3.30; std dev = 0.95), following up on students who do not attended lessons (78% mean= 3.29; std dev = 0.93) and following up on lesson assignments by teachers (77.6% mean= 3.15; std dev = 1.03) encourage secondary school completion rates. This is because the percentages are above average and the means are above 3 part of the Likert scale. This implies that these items of classroom instruction strongly encourage students to complete their secondary school education. Dangara (2015) affirms that regular marking of students' lesson attendance causes students to be serious with their class attendance and hence most of them will not miss classes.

In addition, the study findings also shows that regular participation in school academic activities by parents (76.9%; mean=3.14 ; std dev = 1.01), regular marking of students' lesson attendance register (75.2% mean= 2.34; std dev = 1.15), school involvement in the setting of students' personal achievable target (72.4% mean= 3.06; std dev = 1.07), making up of missed lessons (72.4% mean= 2.95; std dev = 1.08) and regular exams (69.8% mean= 3.06; std dev = 1.07) encourage students to complete their secondary

school education. Regular participation in school academic activities by parents, setting of students' personal achievable target and regular exams had means that were above 3, implying that they were items that encouraged respondent strongly to complete their secondary school education. Regular marking of students' lesson attendance register and making up of missed lessons had means above 2 meaning students agreed that these items encourage them to complete their secondary school education. Bell (2014), affirms that regular marking of students' lesson attendance makes students' to be serious with their class attendance. Cibulka and Nakayama (2000) and Rotich (2014) concurred with Bell by arguing that processes and daily routines are infused with deep meaning. The researcher noted that the practices were key practices done in the area under study that compelled students to complete their secondary education.

The overall index of classroom practices is Mean= 3.14; std dev 0.496. This implies that all the items under study were above 3 part of the Likert scale. This indicated that the findings were strongly agreed to encourage secondary school completion rates in the area under study. The researcher concluded that all items of classroom instruction encouraged secondary school completion rates in the area under study. Head-teachers should continue implementing classroom instructional practices so as to ensure continuous students complete their secondary school.

4.8.2 Correlations between Classroom Instruction and Secondary School Completion Rates

Pearson correlation coefficient was calculated for classroom instructional practices and secondary school completion rates. The results are presented on Table 24.

Table 24: Correlations between Classroom Instruction and Secondary School Completion Rates

		Classroom Instruction
School Completion Rate	Pearson Correlation	0.194*
	Sig. (2-tailed)	.015
	N	156

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

The researcher conducted Pearson correlation analysis for classroom instruction and secondary school completion rates in Samburu East Sub-county, Kenya. Table 24 shows that there exists a weak but positive significant relationship ($r = 0.194$, $p = 0.015 < p = 0.05$) between classroom instructional practices and secondary school completion rates in Samburu East Sub-county. The findings imply that secondary school completion rates could improve when classroom instructional practices improved.

4.8.4 Difference in Classroom Instructional Practices by School Categories

ANOVA was conducted so as to establish the difference between student motivation practices across private boarding, public boarding and mixed day schools at $p = 0.05$ significance levels. The results of the findings are presented on Table 25.

Table 25: Difference on Classroom Instructional Practices by School Category

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.467	2	.734	3.062	.050
Within Groups	36.661	153	.240		
Total	**38.128**	**155**			

*Significant at 0.05 level

The finding of ANOVA analysis showed that there was a statistically significant difference between classroom instructional practices across private boarding, public mixed day and public boarding schools at the 0.05 level, $F(2, 153) = 3.062$, $p = 0.05 \leq p$

= 0.05. This was because the p value is 0.05 is equal to 0.05 significant alpha level. This means that classroom instructional practices as a management practice prevailed across the schools in a similar manner.

4.9 Multiple Regression Analysis

The study carried out a multiple regression analysis to evaluate the combined effect of the relationship between reinforcement of school culture, cost sharing practices, availability of instructional resources, student motivational practices and classroom instructional practices and secondary school completion rates. The findings are presented in Table 26.

4.9.1 Regression Model Summary

The model summary of multiple regression of the relationship between school management practices and secondary school completion rates are found on Table 26.

Table 26: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701[a]	.491	.474	.713

a. Predictors (Constant): reinforcing school culture, cost sharing practices, availing instructional resources, student motivation practices and classroom instructional practices
b. Dependent variable: Secondary School Completion Rates (see Table 1)

The findings on Table 26 shows the results of regression analysis of school culture, user education costs, availability of instructional resources, student motivation practices and classroom instructional practices. The results of the findings show that the selected school management practices could predict up to 49.1% of the variations in Secondary School Completion Rates in Samburu East Sub County as explained by the independent variables under study. However, 50.9% is the variations could be attributed to other factors outside the scope of the present study.

4.9.2 Multiple Regression Coefficients

Multiple regression coefficients of the relationship between management practices and secondary school completion rates were calculated. The findings are placed in Table 27.

Table 27: Multiple Regression Coefficients

Model		Unstandardised Coefficients		T	Sig.	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	-.029	.673	-.043	.966		
	Reinforcing School Culture	.382	.146	2.614	.010	.618	1.619
	User education costs	.504	.117	4.320	.000	.926	1.080
	Availing Instructional Resources	.243	.114	2.136	.034	.255	3.918
	Student Motivation Practices	.393	.200	1.963	.041	.207	4.834
	Classroom Instructional Practices	.540	.125	4.310	.000	.850	1.176

a. Dependent Variable: school completion rate (see Table 1)

b. Independent Variables (Constant): reinforcing school culture, cost sharing practices, availing instructional resources, student motivation practices and classroom instructional practices

The results in Table 27 that the most influential school management practice in the model as per the beta values was classroom instructional practices ($\beta = 0.540$, $p = 0.000 < p = 0.05$). This was followed by used education costs($\beta = 0.504$, $p = 0.000 < p = 0.05$), Student Motivation Practices ($\beta = 0.393$, $p = 0.041 < p = 0.05$), Reinforcing School Culture ($\beta = 0.382$, $p = 0.010 < p = 0.05$) and Availing Instructional Resources ($\beta = 0.243$ $p = 0.034 < p = 0.05$) in that order respectively. These findings indicate that the dependent variable, that is, the school completion rates in Samburu East Sub County would change by a corresponding number of standard deviations when the respective independent variables changed by one standard deviation. Further, the model constant is significant ($p > 0.05$) which suggests that there were other management practices not

included in the model were unlikely to influence secondary school completion rates in the area.

The Multiple regression coefficients in Table 27 further suggests that holding other factors constant at 0, a unit change in the management practice of reinforcing school cultures would result to 38.2% change in secondary school completion rates in Samburu East Sub-county. Also, holding other factors constant at 0, a unit increase in cost sharing practices would result to 50.4% increase in secondary school completion rates in the area. Similarly, a unit increase in the management practice of availing instructional resources would result to 24.3% times increase in secondary school completion rates in the study area. A unit increase in student motivational practices would similarly result to 39.3% increase in secondary school completion rates in Samburu East Sub-county. Finally, holding other factors constant at 0, a unit increase in selected classroom instructional practices would result to 54.0% times increase in secondary school completion rates in Samburu East Sub-county as given by the coefficients in the model.

Therefore, fitting the model coefficients into the model below:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$

We obtain

$Y = -.029 + 0.382 X_1 + 0.504 X_2 + 0.243 X_3 + 0.393 X_4 + 0.540 X_5$

4.10 Hypothesis Testing

The findings of multiple regression coefficients in Table 27 were used to test the hypothesis of the study.

The first null hypothesis was tested under: $\mathbf{H_{01}}$: Reinforcing school cultures have no statistically significant relationship between and secondary school completion rates in Samburu East Sub-county, Kenya. From the findings in Table 27, relationship between

the variables was significant as the p-value was 0.010 which was less than the set $p \leq 0.05$ significance level. Therefore, based on the rule of significance, the study rejected the null hypothesis (H_{01}) and concluded that reinforcing school cultures have a statistically significant relationship with secondary school completion rates in Samburu East Sub-county, Kenya.

The study also sought to test the null hypothesis that states that: **H_{02}:** there is no statistically significant relationship between User education costs and secondary school completion rates in Samburu East Sub-county, Kenya. From the findings the p-value was 0.000 which was less than 0.05 significant levels. Therefore, based on the rule of significance, the study rejected the null hypothesis (H_{02}) and concluded that user education costs have a statistically significant relationship with secondary school completion rates in Samburu East Sub-county, Kenya.

The hypothesis stating that; **H_{03}:** there no statistically significant relationship between availing instructional resources and secondary school completion rates in Samburu East Sub-county, Kenya was also tested. From the findings the p-value was 0.034 which was less than $p \leq 0.05$. Therefore, based on the rule of significance, the study rejected the null hypothesis (H_{03}) and concluded that the there is a statistically significant relationship between availing instructional resources and secondary school completion rates in Samburu East Sub-county, Kenya.

Further, the hypothesis stating that; **H04: there** is no statistically significant relationship between student motivational practices and secondary school completion rates in Samburu East Sub-county, Kenya was also tested. From the Table p-value was 0.041 which was less than the conventional p value ($p \leq 0.05$). Therefore, based on the rule of significance, the study rejected the null hypothesis (H_{04}) and concluded that there is a

statistically significant relationship between student motivational practices and secondary school completion rates in Samburu East Sub-county, Kenya.

The study finally tested the hypothesis that; **$H_{05:}$** there is no statistically significant relationship between classroom instructional practices and secondary school completion rates in Samburu East Sub-county, Kenya. The findings indicated that the p-value was 0.000 which was less than $p \leq 0.05$. Therefore, based on the rule of significance, the study rejected the null hypothesis (H_{05}) and concluded that there is a statistically significant relationship between classroom instructional practices and secondary school completion rates in Samburu East Sub-county, Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a detailed summary of the major findings of the actual study; it then draws conclusions and discusses implications emanating from these findings. Finally, it makes some recommendations and suggestions on areas of further study. The main aim of this study was to establish there is relationship between school management practices and secondary school completion rates in Samburu East Sub-county, Kenya. Specifically, it sought to establish how reinforcing school culture, user education costs, availability of instructional resources, student motivational practices and classroom instructional practices affect secondary school completion rates in Samburu East sub-county, Kenya.

5.2 Summary of Findings

The study sought to determine the summary of key major findings of the study. The summary was categorized in terms of specific objectives.

5.2.1 Findings of Reinforcing School Culture and Secondary School Completion Rates

The findings revealed that there was a close relationship between school cultures and secondary school completion rates in Samburu East Sub-County, Kenya on the basis of the overall index of reinforcing school cultures given by mean = 3.54; std dev = 0.50. This meant that when the schools' cultures are reinforced along these practices, more students could be encouraged to complete their secondary school education. This was confirmed by the corresponding bivariate correlation results indicating that there was a positive and statistically significant relationship between school culture and secondary school completion rates in the area ($r = .472$, $p = 0.000 < p = 0.05$). This affirmed that

reinforcing school culture would significantly increase the students' secondary school completion rates in Samburu East Sub-county, Kenya.

However, the t-tests failed to reveal whether reinforcing school cultures significantly explained variations in secondary school completion rates between male and female respondents ($t= 0.994$, $p = 0.322 > p = 0.05$) meaning that reinforcement of school culture as a management practice affected both male and female students in equally. The results of ANOVA analysis, however, revealed that there was a significant difference in reinforcing school cultures and secondary school completion rates across private boarding, public mixed day and public boarding schools in the area (F_0 (2, 153) = 11.364 > F_c (2, 153) = 3.06; $p = .000 < p = 0.05$) indicating that there is significant difference in the effects of school cultures by school category. This means that while there were differences in school cultures depending on the school category, the reinforcement of the school cultures was still significantly related to secondary school completion rates.

In addition, multiple regression results from the regression summary model revealed that reinforcing school culture ($\beta = 0.382$, $p = 0.010 < p = 0.05$) was the third most influential school management practice as per the model. This led to the rejection of the null hypothesis (H_{01}) and adopting the view that reinforcing school cultures was important in low secondary school completion rates in Samburu East Sub-county, Kenya. Also, a unit change in reinforcing the school cultures would result to 38.2% times change in secondary school completion rates in Samburu East Sub-county.

5.2.2 Findings of User Education Costs Practices and Secondary School Completion Rates

The findings on the second objective revealed that there was a close relationship between user education costs and secondary school completion rates in Samburu East Sub-County, Kenya on the basis of the overall index of reinforcing school cultures given by mean = 3.02; std dev = 0.511. This implied that adopting and practicing cost sharing schemes could lead to more students be encouraged to complete their secondary school education in the area. The schools' financial inputs as well as parental input were important. Flexible modes of offsetting financial obligations also counted in enduring the students' learning continuity. This was confirmed by the corresponding bivariate correlation results indicating that there was a positive and statistical correlation between cost sharing practices and secondary school completion rates in the area ($r = 0.294$, $p = 0.000 < p = 0.05$). This led to the conclusion that schools implementing cost sharing practices significantly increased the likelihood that their students would complete secondary school completion.

However, the t-tests failed to reveal whether user education costs significantly explained variations in secondary school completion rates between male and female respondents ($t= 0.788$, $p = 0.432 > p = 0.05$) meaning that school management encouraging user education costs could not account for the differences in the secondary school completion rates between male and female students. The results of ANOVA analysis further revealed that there was no significant difference between Cost Sharing Practices and secondary school completion rates at the 0.05 level ($F (2, 153) = 0.885$, $p = 0.415 > p = 0.05$) across private boarding, public mixed day and public boarding schools indicating that improving cost sharing practices would not necessarily translate to improved completion rates on the basis of school category.

In addition, multiple regression results from the regression summary model revealed that Cost Sharing Practices in secondary schools in the area ($\beta = 0.504$, $p = 0.000 < p = 0.05$), was the second most influential school management practice as per the model. This led to the rejection of the null hypothesis (H_{02}) and adopting the view that user education costs were important when trying to actualize the government's 100% completion rate policy in secondary school completion rates in Samburu East Sub-county, Kenya. Further, a unit change in implementing user education costs would result to 50.4% increase in secondary school completion rates in Samburu East Sub-county.

5.2.3 Findings of Availing Instructional Resources and Secondary School Completion Rates

The findings revealed that there was a close relationship between the school management practice of availing instructional resources and secondary school completion rates in Samburu East Sub-County, Kenya on the basis of the overall index of reinforcing school cultures given by mean = 2.636; std dev = 0.998. This meant that that a considerable proportion of students were inclined to believe that availing these resources by the school management could encourage students to complete their secondary school education in the area. This was confirmed by the corresponding bivariate correlation results indicating that there was positive and statistically significant relationship between availing instructional resources and secondary school completion rates in the area ($r = 0.540$; $p = 0.000 < p = 0.05$). This affirmed that that the management practice of availing instructional resources could lead to increase in secondary school completion rates in Samburu East Sub-county, Kenya.

The t-tests, however, failed to establish whether management practice of availing instructional resources significantly explained variations in secondary school completion rates between male and female respondents ($t(154) = 0.154$, $p = 0.878 > p = 0.05$)

meaning that that availing instructional resources as a management practice were perceived by both genders in the same measure. The results of ANOVA analysis, however, revealed that there was a statistically significant difference between the management practice of availing instructional resources across private boarding, public mixed day and public boarding schools at the 0.05 alpha level ($F(2, 153) = 45.680$, $p = 0.000 < p = 0.05$). This means that the influence of availing instructional resources was different cross the schools by category.

In addition, multiple regression results from the regression summary model revealed that availing instructional resources ($\beta = 0.243$ $p = 0.034 < p = 0.05$) was the least influential school management practice as per the model. This led to the rejection of the null hypothesis (H_{03}) and adopting the view that availing instructional resources was important in low secondary school completion rates in Samburu East Sub-county, Kenya. Also, a unit change in availing instructional resources would result to 24.3% of the changes in secondary school completion rates in Samburu East Sub-county.

5.2.4 Findings of Student Motivational Practices and Secondary School Completion Rates

Regarding the fourth objective, the findings revealed that there was a close relationship between Student Motivational Practices and secondary school completion rates in Samburu East Sub-County, Kenya on the basis of the overall index of reinforcing school cultures given by mean = 2.70; std dev.0.628. This implies that the respondents strongly agreed that the management practice along the three items under study highly motivated them to complete their secondary school education in the area under study. The corresponding bivariate correlation results confirmed this assertion by the indicating that there was a moderate but positive correlation between student motivational practices and secondary school completion rates in the area ($r = 0.544$, $p = 0.000 < p = 0.05$). This

finding, therefore, suggested that student motivational practices would significantly increase the students secondary school completion rates in Samburu East Sub-county, Kenya.

However, the t-tests failed to reveal whether student motivational practices significantly explained variations in secondary school completion rates between male and female respondents ($t(154) = -0.377$, $p = 0.707 > p = 0.05$) meaning that student motivational practices as a management practice affected both male and female students in equally. The results of ANOVA analysis, however, revealed that there was a significant difference in student motivational practices and secondary school completion rates across private boarding, public mixed day and public boarding schools in the area ($F(2, 153) = 34.650$, $p = 0.000 < p = 0.05$) indicating that there is significant difference in the effects of student motivational practices by school category. This means that while there were differences in school cultures depending on the school category, the student motivational practices was still significantly related to secondary school completion rates.

In addition, multiple regression results from the regression summary model revealed that student motivational practices ($\beta = 0.393$, $p = 0.010 < p = 0.05$) was the third most influential school management practice as per the model. This led to the rejection of the null hypothesis (H_{04}) and adopting the view that student motivational practice was important in low secondary school completion rates in Samburu East Sub-county, Kenya. Also, a unit change in student motivational practices would result to 39.3% times change in secondary school completion rates in Samburu East Sub-county.

5.2.5 Findings of Classroom Instructional Practices on Secondary School Completion Rates

The findings revealed that there was a close relationship between Classroom Instructional Practices and secondary school completion rates in Samburu East Sub-County, Kenya on the basis of the overall index of Classroom Instructional Practices(Mean= 3.14; std dev 0.496). This implies that the management of classroom instruction strongly encourage students to complete their secondary school education. This finding was confirmed by the corresponding bivariate correlation results indicating that there was a moderate but positive correlation between Classroom Instructional Practices and secondary school completion rates in the area ($r = 0.194$, $p = 0.015 < p = 0.05$). This affirmed that reinforcing Classroom Instructional Practices would significantly increase the students' secondary school completion rates in Samburu East Sub-county, Kenya.

The t-tests, however, revealed that Classroom Instructional Practices significantly explained variations in secondary school completion rates between male and female respondents ($t= 0.994$, $p = 0.322 > p = 0.05$) meaning that Classroom Instructional Practices as a management practice affected both male and female students in equally. The results of ANOVA analysis, however, revealed that there was a significant difference in Classroom Instructional Practices and secondary school completion rates across private boarding, public mixed day and public boarding schools in the area ($F (2, 153) = 3.062$, $p = 0.05 \leq p = 0.05$) indicating that there is significant difference in the effects of Classroom Instructional Practices by school category. This means that while there were differences in Classroom Instructional Practices depending on the school category, the reinforcement of the Classroom Instructional Practices was still significantly related to secondary school completion rates.

Finally, multiple regression results from the regression summary model revealed that Reinforcing Classroom Instructional Practices ($\beta = 0.540$, $p = 0.000 < p = 0.05$) was the most influential school management practice as per the model. This led to the rejection of the null hypothesis (H_{05}) and adopting the view that reinforcing Classroom Instructional Practices was important in low secondary school completion rates in Samburu East Sub-county, Kenya. Also, a unit change in reinforcing the Classroom Instructional Practices would result to 54% times change in secondary school completion rates in Samburu East Sub-county.

5.3 Conclusions

The study concludes the following based on the summaries.

5.3.1 School Culture and Secondary School Completion Rates

The study findings from the first objective shows that majority of the respondents strongly agreed that regular revision, attendance of symposia of all subject and following-up of students who do not attended lessons encourage students to complete their secondary school education. Moreover, the respondents also agreed that the following up of lesson assignments by teachers, parents' regular attendance to school academic activities and regular marking of students' lesson attendance register, regular group discussions, giving of regular examinations, setting of students' personal achievable target and making up of missed lessons influenced secondary school completion rates in the study location.

The researcher concluded that the head teachers should continue implementing school cultures so as to continue improving secondary school completion rates in their schools.

5.3.2 User Education Costs and Secondary School Completion Rates

The researcher concluded from the findings of the second objective that most of the respondents agreed that the provision of personal effects by parents and the provision of lunch programs encouraged secondary school completion rates in the study locality. They are the most prevalent practices in the schools under study. It therefore concluded that they are the major factors that contribute to students completing their secondary school education.

Further findings also showed that the provision of bursary, payment of fees in instalments, provision of revision textbooks by parents, provision of writing materials, use of alternatives fees payments, firewood or food for fees, education trips sponsored by parents, provision of fare to school by parents and the forwarding of names of needy students to sponsors for financial assistance had low influence on secondary school completion rates. The researcher concluded that the head teachers should reform the practices on Cost Sharing Practices that had low influence on secondary school completion rates in their schools. They should therefore, adapt the best practices that will improve completion rates in.

5.3.3 Availing of Instructional Resources and Secondary School Completion Rates

The research findings of the third objective on the between availing of instructional resources secondary school completion rates show that regular revision, regular attendants of symposia and following up on students who attended symposia were major items that influenced secondary school completion in the study area. It was concluded by the researcher that head teachers need to practice these items so as to continue influencing the students to complete their secondary school education.

However, few respondents agreed that the provision of laboratory equipment's encouraged them to complete their secondary school education. This item had low influence on secondary school completion rates in the study location. In addition, few respondents also agreed that the provision of clean learning environment, frequent use of teaching aids during classroom instruction, provision of past papers for revision, provision of spacious classrooms, provision of equipped library facility, provision of internet facilities, provision of study rooms for personal study, laboratory equipment's and computers for instruction influenced them to completer secondary school education. This indicated that the majority of the students were not influenced by the items under study to complete their secondary school education. The researcher suggested that the head teachers need to find out the reasons why there was low influence of availability of selected instructional resources on secondary school completion rates, consequently do reforms. The researcher suggested that head teachers need to liaise with government, non-governmental organisation and parents to source for funds so as to install items of necessity that can enable learners to improvement of secondary school completion rates.

5.3.4 Student Motivational Practices and Secondary School Completion Rates

On the fourth objective, it can be concluded that the presence of teachers who are role models in their school encourages them to complete their secondary school education. The researcher also concluded that students' involvement in co-curricular activities in their school encourages students to complete their secondary school education. In addition the researcher concluded that awarding of certificates to outstanding performers in their school encourages them to complete their secondary school education. The Involvement of students in decision making was also agreed by the respondents that it influences them to complete their secondary school education.

The study findings confirmed that majority of the students' agreed that their involvement in co-curricular activities in their schools encouraged them to complete their secondary school education. This means that the factor should be practiced dully so that it may continue influencing secondary school completion rates.

From them the study findings, verbal rewards given to outstanding performers, students' involvement in decision making, the provision of laboratory equipment's, presence of teacher role models and provision of career guidance had low influence on secondary school completion rates. The researcher inferred that there may be other underlying factors that influence secondary school education other than the ones under study.

The awarding of certificates to outstanding performers provision of guidance and counselling, friendly interaction between teachers and students and frequent talks given by motivational speakers were items which also had low influence on secondary school completion rates. Nabiswa, Misigo and Korir (2017) affirm that educators should be concerned with the impacts of motivation by venturing into mediums that encourages learners' academic performance so as to improve secondary school completion rates. The researcher from the findings of motivational practices proposes the reforms of the motivational practices used in schools and carefully choosing the practices that can lead to improvement of secondary school completion rates.

5.3.5 Classroom Instructional Practices and Secondary School Completion Rates

On the fifth objective, the results of the study findings indicated that majority of the respondents agreed on regular revision, attendance of symposia of all subjects, following-up of students who do not attended lessons, encourage them to complete their secondary school education. The researcher noted that the practices were key practices

done in the area under study that compelled students to complete their secondary education.

However the following up of lesson assignments by teachers, parents' regular attendance to school academic activities, regular marking of students' lesson attendance register, regular group discussions, giving of regular examinations, setting of students' personal achievable target and making up of missed lessons had low influence on secondary school completion rates. The researcher suggested that head teachers should do reforms on the motivational practices implemented in their schools so as to find out the best practices to use to raise secondary school completion rates in their institutions.

5.4 Recommendations

5.4.1 General Recommendation

Head teachers should:

i Make the school environment conducive for learning, build positive school culture, use available instructional resources, motivate learners, and monitor classroom management practices so as to improve secondary school completion rates.

ii Collaborate with the parents by sensitizing them the need of supporting their children's education by providing the implementing management practices that can improve secondary school completion rates.

iii Collaborate with ministry of education and the Government to source funds like constituency development funds, bursaries so as to improve the instructional resources in the schools.

iv Improve motivational practices in the school so as to raise secondary school completion rates.

v Make reforms on classroom management practices since they seem not to appeal to the students need to complete their secondary school education. Classroom instructional practices should be student centered and interesting so as to lead to improvement of secondary school completion rates.

5.4.2 Policy Recommendations

In the light of the study findings, it is recommended that Ministry of Education (MoE) and Teachers Service Commission (TSC) should:

i Collaborate with head-teachers in matters of teacher management aimed at improving quality of secondary school management so as to increase secondary school completion rates by training head teachers on management practices through seminars, workshops and INSETS that can improve secondary school completion rates.

ii Inducted newly appointed head teachers on school management practices so that they can be aware of their responsibilities and how to go about management so as to improve secondary school completion rates.

iii Recruit head teachers who have leadership and management training to manage secondary schools due to the fact that they have knowledge that they can employ to improve quality education hence rise in secondary school completion rates.

iv Enhance the monitoring of management practices in secondary schools so as to control the teachers' adherence to professionalism hence advise head teachers on the best ways to improve secondary school completion rates.

v Participate in performance appraisal by rewarding and promoting the head teachers and teachers who perform well in their work in order to motivate them and hence improve students' completion of secondary education.

vi The government should consider more funding in schools for instructional resources, classrooms and recreational facilities.

vii The government should consider more funds for bursary and constituency Development fund at the district, Location levels to supplement the MOEST funds for students whose parents/guardians cannot afford school fees payments.

5.4.3 Suggestion for Further Research

The study recommends that there is need to do a research on the following:

i Secondary school completion rates among students in schools managed by head teachers who have undergone leadership and management training.

ii Frequent monitoring of management of schools and how the monitoring can led to head teachers improving secondary school completion rates.

iii Classroom instructional practices that are student centered that can bring positive change in secondary school completion rates.

iv Secondary school completion rates among special needs students.

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APPENDICES

Appendix I: Letter of Introduction

Cecilia Kimosop
P.O. Box 36, Wamba
Date: _____

The Principal _____

Dear Sir/Madam,

Re: Data Collection for Research Purposes

I am a master's student of Kabarak University-Nakuru. I am writing a research proposal on the ***Relationship between selected management practices and school completion rates: A perspective of Secondary school students in Samburu East Sub-County, Kenya.***

This study involves all secondary school in Samburu East Sub-County which had registered KCSE candidates. Questionnaires will be administered to only the registered candidates.

I am therefore writing to request you to allow the sampled respondents to participate in this study at an agreed date. I take this opportunity to assure you that the data solicited will be confidentially handled and only used for the purpose of this study. Thank you.

Yours Faithfully,

Cecilia Kimosop
MED/M/0941/08/16

Appendix II: Students' Questionnaire

Introduction

The purpose of this questionnaire is to collect data in relation to the relationship between school management practices and secondary school completion rates in Samburu East Sub-county, Kenya. The information provided will be used and only strictly for the purpose of research. It will be treated confidentially. Please **DO NOT** indicates your name.

Instructions

Kindly ensure you answer the following questions to the best of your knowledge. Please **tick [√]** on the box provided.

SECTION A: Personal Data

1. Gender: Male ☐ Female ☐
2. Type of the school
   a) Private boarding for: Girls ☐
   b) Public mixed day ☐
   c) Public boarding for: Boys ☐ Girls ☐

SECTION B: Relationship between Reinforcing School Cultures and Secondary School Completion Rates in Samburu East Sub-county, Kenya.

Indicate by use of a tick **[√]** the correct response according your opinion.

Strongly Agree (**SA**), Agree (**A**), Disagree **(D)**, Strongly Disagree (**SD**)

	Items	**SA**	**A**	**D**	**SD**
1	Regular prayers in my school encourages me to complete my secondary school education				
2	Performance of regular sacred songs in my school encourages me to complete my secondary school education				
3	Regular worship services organized by Christian societies in my school encourages me to complete my secondary school education				
4	Instilling of discipline in my school encourages me to complete my secondary school education				
5	Celebrating good performance annually in my school encourages me to complete my secondary school education				

6	Regular rewarding of students who perform well in my school encourages me to complete my secondary school education				
7	The implementation of school rules in my school encourages me to complete my secondary school education				
8	Students' committed to their studies in my school encourages me to complete my secondary school education				
9	Friendly school environment in my school encourages me to complete my secondary school education				
10	To belief that success comes as a result of hard work encourages me to complete my secondary school education				

SECTION C: Relationship between User Education Costs and Secondary School Completion Rates in Samburu East Sub-county, Kenya.

Indicate by use of a tick **[√]** the degree of the relationship between of the following factors and secondary school completion rates of secondary school education.

Agree (**SA**), agree (**A**), Disagree **(D)**, Strongly disagree (**SD**)

	Item	**SA**	**A**	**D**	**SD**
1	The use of alternatives fees payments like bringing goats, firewood or food for fees in my school encourages me to complete my secondary school education.				
2	The provision of lunch programs in my school encourages me to complete my secondary school education.				
3	The provision of enough personal effects by parents in my school encourages me to complete my secondary school education				
4	Paying of fees in instalments by parents in my school encourages me to complete my secondary school education				
5	Forwarding of names of needy students to sponsors for financial assistance in my school encourages me to complete my secondary school education				
6	Provision of fare to school by parents encourages me to complete my secondary school education				
7	Provision of enough writing materials by parents in my school to their children encourages me to complete my				

	secondary school education				
8	Provision of revision text books by parents in my school encourages me to complete my secondary school education				
9	Provision of bursary in my school encourages me to complete my secondary school education				
10	Education trips sponsored by parents in my school encourages me to complete my secondary school education				

SECTION D: Relationship between Availing Instructional Resources and Secondary School Completion Rates in Samburu East Sub-county, Kenya.

Indicate by use of a tick **[√]** the degree of the relationship between the following factors and secondary school completion rates of secondary school education.

Strongly Agree (**SA**), Agree (**A**), Undecided (**UD**) Disagree **(D)**, Strongly disagree (**SD**)

	Item	**SA**	**A**	**UD**	**A**	**SD**
1	Provision of required text books in my school encourages me to complete my secondary school education.					
2	Provision of laboratory equipments in my school encourages me to complete my secondary school education.					
3	Provision of past papers for revision in my school encourages me to complete my secondary school education.					
4	Provision of internet facilities in my school encourages me to complete my secondary school education.					
5	Provision of computers for instruction in my school encourages students to complete my secondary school education.					
6	Frequent use of teaching aids during classroom instruction in my school encourages me to complete my secondary school education.					
7	Provision of clean learning environment encourages me to complete my secondary school education.					
8	Provision of spacious classrooms encourages me to complete my secondary school education.					
9	Provision of study rooms for personal study in my school encourages me to complete my secondary education					
10	Provision of equipped library facility in my school encourages me to complete my secondary education					

SECTION E: Relationship between of Student Motivational Practices and Secondary School Completion Rates in Samburu East Sub-county, Kenya.

Indicate by use of a tick **[√]** the degree of the relationship between the following factors and secondary school completion rates of secondary school education.

Strongly Agree (**SA**), Agree (**A**), Undecided (**UD**) Disagree **(D)**, Strongly disagree (**SD**)

	Item	**SA**	**A**	**UD**	**D**	**SD**
1	Rewarding of good performance in my school encourages me to complete my secondary school education					
2	Involvement of students in decision making in my school encourages me to complete my secondary school education					
3	The awarding of certificates to outstanding performers in my school encourages me to complete my secondary school education					
4	Students' involvement in co curricular activities in my school encourages me to complete my secondary school education					
5	Presence of teachers who are role models in my school encourages me to complete my secondary school education					
6	Frequent talks given by motivational speakers in my school encourages me to complete my secondary school education					
7	Provision of career guidance in my school encourages me to complete my secondary school education					
8	Provision of guidance and counselling in my school encourages me to complete my secondary school education					
9	Verbal rewards given to outstanding performers in my school encourages me to complete my secondary school education					
10	The friendly interactions between teachers and students in my school encourages me to complete my secondary school education					

SECTION F: Relationship between Classroom Instruction and Secondary School Completion Rates in Samburu East Sub-county, Kenya.

Indicate by use of a tick **[√]** the degree of relationship between the following factors and secondary school completion rates of secondary school education.

Strongly Agree (**SA**), Agree (**A**), Disagree **(D)**, Strongly disagree (**SD**)

	Item	**SA**	**A**	**D**	**SD**
1	The regular marking of students' lesson attendance register in my school encourages me to complete my secondary school education				
2	Following up of students who do not attended lessons in my school encourages me to complete my secondary school education				
3	Regular attendance of symposia for all subjects in my school encourages me to complete my secondary school education				
4	Regular revision done in my school encourage me to complete my secondary school education				
5	Regular exams done in my school encourages me to complete my secondary school education				
6	Making up of missed lessons in my school encourages me to complete my secondary school education				
7	The school's involvement in the setting of students' personal achievable target encourages me to complete my secondary school education				
8	Parents' regular involvement in school academic activities I my school encourages me to complete my secondary school education				
9	The following up of lesson assignments by teachers in my school encourages me to complete my secondary school education				
10	Students' participation in regular group discussions in my school encourages me to complete my secondary school education				

Appendix III: The Sample Size Determination Table

N	S	N	S	N	S
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

Source: Adapted from (Krejcie and Morgan, 1970)

Appendix IV: University Authorization Letter

INSTITUTE OF POST GRADUATE STUDIES

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0773265999
Fax: 254-51-343012
www.kabarak.ac.ke

29th March, 2018

Ministry of Higher Education Science and Technology,
National Council for Science, Technology & Innovation,
P.O. Box 30623 – 00100,

Dear Sir/Madam,

RE: RESEARCH BY KIMOSOP CECILIA-MED/M/0941/08/16

The above named is a student at Kabarak University taking Masters Degree in Education Management and Leadership. She is carrying out research entitled **"Influence of Selected School Management Practices on Secondary School Completion rates in Samburu East Sub-County, Kenya"**

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 the necessary assistance.

Thank you.

Yours faithfully

KABARAK UNIVERSITY
DIRECTOR
POST GRADUATE STUDIES
29 MAR 2018
PRIVATE BAG - 20157, KABARAK

Dr. Esther J. Kibor
AG. DIRECTOR (POST-GRADUATE 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 V: NACOSTI Authorization Letter

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/18/10673/25081**

Date: **15th September, 2018**

Cecilia Jepngetich Kimosop
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of selected school management practices on secondary school completion rates in Samburu East Sub-County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Samburu County** for the period ending **13th September, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Samburu 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

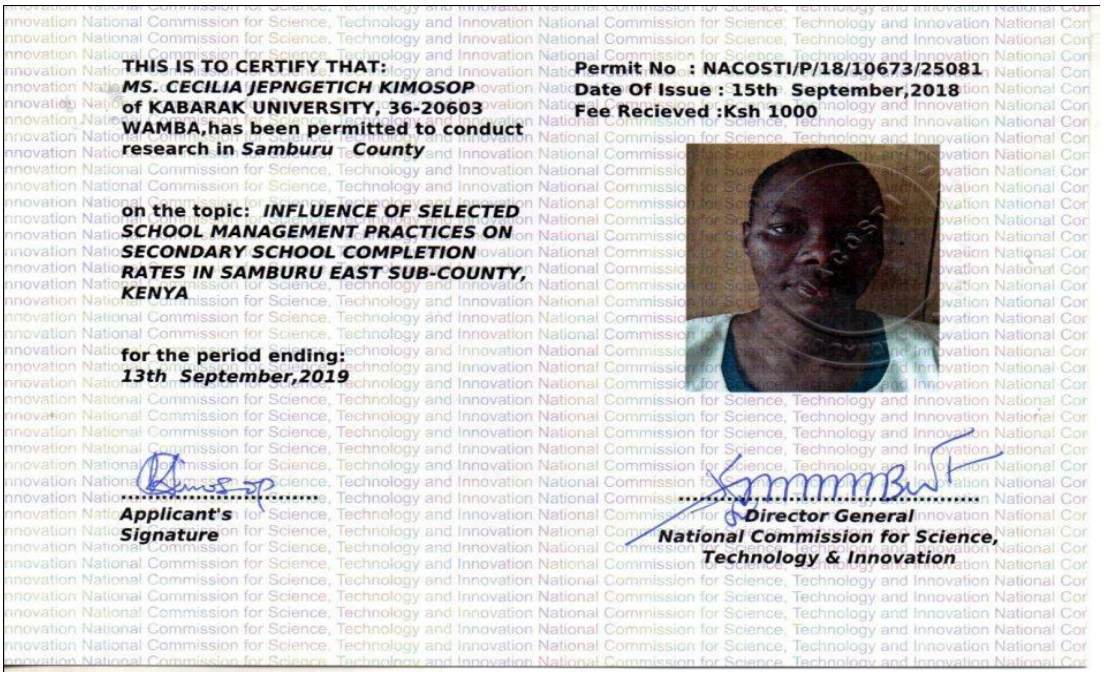
Copy to:

The County Commissioner
Samburu County.

The County Director of Education
Samburu County.

National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified

Appendix VI: NACOSTI Research Permit



THIS IS TO CERTIFY THAT:
MS. CECILIA JEPNGETICH KIMOSOP
of KABARAK UNIVERSITY, 36-20603
WAMBA,has been permitted to conduct
research in *Samburu County*

on the topic: *INFLUENCE OF SELECTED SCHOOL MANAGEMENT PRACTICES ON SECONDARY SCHOOL COMPLETION RATES IN SAMBURU EAST SUB-COUNTY, KENYA*

for the period ending:
13th September,2019

Permit No : NACOSTI/P/18/10673/25081
Date Of Issue : 15th September,2018
Fee Recieved :Ksh 1000

Appendix VII: Sub-County Commissioner Authorization Letter

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

DEPUTY COUNTY COMMISSIONER
SAMBURU EAST
P. O. BOX 1
WAMBA.

REF: SBU/E/SR/SC/1/18/31

5TH JULY, 2019.

TO WHOM IT MAY CONCERN

RE: RESEARCH ON INFLUENCE OF SELECTED SCHOOL MANAGEMENT PRACTICES ON SECONDARY SCHOOL COMPLETION RATE IN SAMBURU EAST SUB – COUNTY, KENYA.

PRINCIPAL INVESTIGATOR MS CECILIA KIMOSOP

I refer to a copy of a letter Ref: EDU/SE/GA/98/58 dated 19th SEPTEMBER, 2018.

This is to confirm that this office has no objection to the above research to be carried out in Samburu East Sub – County, for the period ending 13TH October, 2019.

Please accord her the necessary support in this endeavour.

FOR: DEPUTY COUNTY COMMISSIONER
SAMBURU EAST SUB-COUNTY
05 JUL 2019
Sign:.....
P.O. Box 1, WAMBA

BENSON KAMAU
FOR: DEPUTY COUNTY COMMISSIONER
SAMBURU EAST.

Appendix VIII: Sub-County Director of Education Authorization Letter

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

SUB-COUNTY EDUCATION OFFICE
SAMBURU EAST
P.O.BOX 06,
WAMBA.

19TH SEPTEMBER, 2018

Ref: EDU/SE/GA/98/58

TO
NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION.

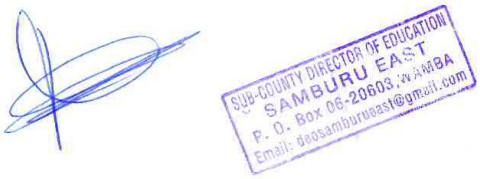
RE: RESEARCH ON INFLUENCE OF SELECTED SCHOOL MANAGEMENT PRACTICES ON SECONDARY SCHOOL COMPLETION RATE IN SAMBURU EAST SUB COUNTY, KENYA.

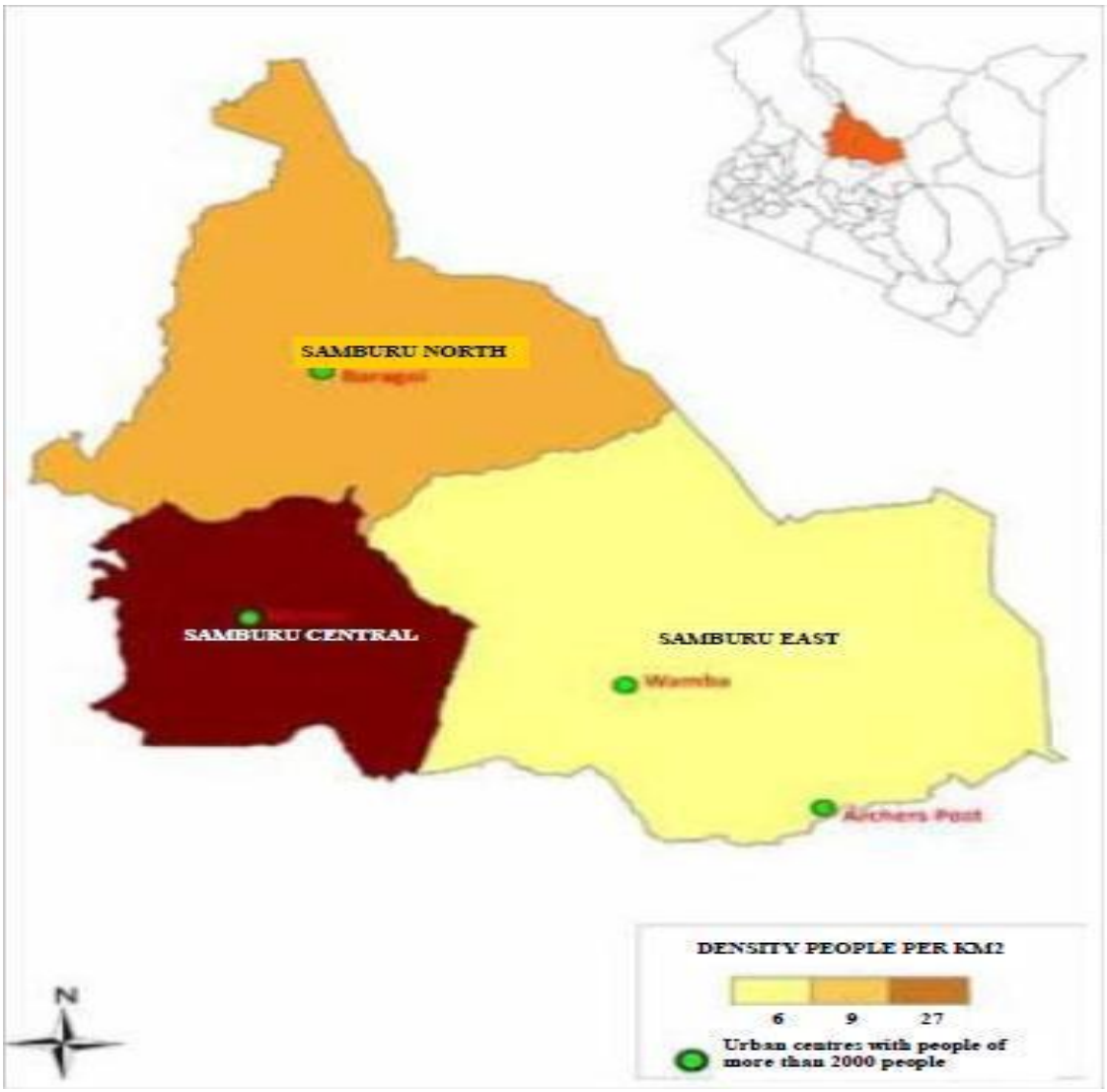
Principal investigator: Ms Cecilia Kimosop

This is to confirm that this office has no objection to the above research to be carried out in Samburu East Sub-county, for the period ending 13th October 2019

We welcome the research and we are ready to serve as affiliating institution in Kenya.

Submit a copy of the thesis to our office upon completion.



BERNARD N. KINUTHIA
SUB COUNTY DIRECTOR OF EDUCATION
SAMBURU EAST.

Appendix IX: Samburu East Sub-County Map