

DETERMINING WHETHER PROVISION OF SCHOOL RESOURCES BY PRINCIPALS HAS INFLUENCE ON LEARNERS' RETENTION IN PUBLIC SECONDARY SCHOOLS IN MALINDI SUB-COUNTY

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Publication Date: May 2022

ABSTRACT

The aim of this study was to determine whether provision of school resources by principals has influence on learners' retention in public secondary schools in Malindi Sub-County. This study adopted Beatty Guenter's 1994 Theory of Students Retention. It adopted a mixed research method, specifically a convergent parallel mixed method design to collect both qualitative and quantitative data where both cross-sectional survey and the phenomenology design were used. The researcher targeted one Sub-County Director of Education, 29 principals, 453 teachers and 3760 students of public secondary schools in Malindi Sub-County. The sample size was 531 participants. The probability sampling techniques used were stratified and simple random sampling to select 136 teachers and 376 students of public secondary schools while the non-probability technique used were purposive sampling technique to select Sub-County Director of Education and 9 principals. Data was collected through questionnaire and in-depth interview guides. The instruments were subjected to both face and content validity. Cronbach Alpha determined the reliability of Quantitative data. Qualitative and quantitative data was concurrently collected and analyzed. Quantitative data collected was analysed using Statistical Package for Social Sciences version 24 that generated descriptive statistics such as frequencies and percentages that summarized data and presented. Qualitative data was organized into themes and presented using narratives and direct quotes. Ethical principles were considered in the whole research process. The findings revealed that provision of school resources by principals has influence on learners' retention in public secondary schools in Malindi Sub-County. It was further established that principals have been struggling to provide resources in public secondary schools which has affected the retention of learners in most schools. The study therefore recommended that stake holders such the government, principals, teachers and parents work together to provide resources such as books and uniforms in order to improve the retention of learners in public secondary schools in Malindi Sub-County.

Keywords: *Determining, provision, School, resources, principals, influence, learners, retention.*

BACKGROUND TO THE STUDY

Leadership is a key function of administration that helps to make better productivity into accomplishing any organizational goals (Management Study Guide, 2017). Transformational leadership has been advocated for by different authors such as Burns (1978), Bass (1985) and Leithwood (2018) among others as one that focuses on the individual person and encourages the followers to use all their potential in bringing about success. Transformational leaders seek to change those they lead by representing sustainable and self-replicating leadership. Their leadership is likely to impact learner retention (McCarley, 2016). According to Balwant (2016), principals' leadership refers to the way the principals plan, organize and control secondary institutions. In order to run and maintain the retention of learners in secondary schools, the principals' leadership is crucial.

Burns (1978) first used the term transformational leadership to describe a process in which *“leaders and followers help each other to advance to a higher level of morale and motivation.”* Pg 15. Bass (1985) extended the work of Burns(1978) by defining four transformational leadership dimensions as idealized influence, individual consideration, inspirational motivation, and intellectual stimulation (Berkovich, 2016; McCarley et al., 2016). Leithwood's work in the (1980s) and (1990s) extended the concept to schools as he began to explore the model as the opportunity to move beyond “instructional leadership” which was and remains the prevalent model of the time. Since transformational leadership involves change, it is very useful in schools. According to Leithwood and Jantzi (2018), the concept of a leader's commitment to moral and personal values is essential in bringing about institutional change through teamwork to attain retention of learners in schools. Similarly, transformational principals are individuals who are change-oriented, inspiring, good communicators and act as a role model. Likewise, they empower teachers and parents to perform better through training, developing and providing enabling learning environment for the students (Leithwod, 2018). In addition to that, principal's transformational leadership emphasises on the development of school visions and missions. Besides, improvement of motivation and empowerment of the personnels as well as optimum achievement of the schools' goals hence retention of learners (Wiyono, 2017). Scholars Leithwod, (2018), Duke, (2020) and Berkovich, (2016) pointed out that principals' leadership is one of the aspects of determining the students retention and success.

Retention of students in public secondary schools has been quite a priority globally (Duke, 2020). For instance, in Canada, high school retention has been on the increase from 11% to nearly 14% between the years 2000 to 2012. This was because the government of Canada, by empowering principals' transformational leadership, have put in place a stay in school program with broader economic and social factors that can have more important implications than policy in contributing to Canada's impressive performance on retention (conference Board of Canada, 2013). Further to that, the report from UNICEF (2017) shows that in Sub-Saharan Africa countries retention of students in secondary schools is generally low for female (21%) compared to male (28%). The school of the 21st century requires a transformational principal who embraces a multi-dimensional approach to leadership (Hackett & Hortman, 2018). According to Avcı (2016), school principals are the most important human resource persons that will make the school peaceful or unpeaceful for the success or failure of students' retention. Similarly, the transformational leadership strategies exhibited by principals working in educational institutions positively affect the learners' retention and their achievement. According to the report from UNICEF (2017), the transformational principals need to make the school environment attractive, safe and friendly for

retention of students in schools. In addition, they should involve parents, provide resources and make them accountable for their students' welfare and education.

Education is key to the realization of the global sustainable development goals. Alliance for Excellent Education AEE (2017) as cited in American Psychological Association stressed that containing school dropout rates can bring several additional incomes and economic benefits including increased earnings, jobs, tax revenue, spending and investment and long-term economic growth. According to the World Bank (2017) statistics, the secondary Gross Enrolment Rate (GER) increased from 54.3 % in 2013 to 69.0 % in 2017 due to Free Day Secondary Education (FDSE) programme, while the Net Enrolment Rate (NER) increased from 38.5 to 51.1 in the same period. The total number of secondary schools increased from 8034 in 2013 to 10655 in 2017. Principally, increased enrolment coupled with the drive to ensure 100% transition of learners to secondary education has placed tension on educational infrastructure since the demand is not in cycle with its growth. As a result, some of the students drop out of school due to poor physical facilities (Education -Kenya Yearbook 2019/2020). This implies that approximately 40% of public secondary school going age learners have dropped out of school and only 60 % have been enrolled in secondary schools (Session paper no.1 of 2019).

Non-completion of secondary schooling continues to be a matter of concern for policymakers and practitioners worldwide (Gray & Hackling, 2016). The Concern related to increasing the time a learner stays in school is a global issue Organisation for Economic Co-operation and Development (OECD, 2019). Kenya abolished tuition fees for students attending its secondary day schools (MoE, 2016). The purpose was to reduce school dropout and get more students transiting in order to complete secondary schools particularly those from low-income households (Session paper no.1 of 2019). Despite of this, there is still low retention of students in public secondary schools (Abuya, 2015). Muthaka and Wangombe (2016) illustrate that, increased school dropout rate is a threat to the achievement of vision 2030 of making Kenya a middle-income economy. This reflection does not exclude Kenya as a country and particularly Malindi Sub County.

Low retention of students in public secondary school has been witnessed in many secondary schools in Kilifi County and Malindi Sub-County in particular. According to session paper no.1 of 2019 in Kenya, factors such as poverty, drug and substance abuse, early marriages, population increase and child labor have been recorded as the main causes of school dropout in secondary schools. Similarly, Kilifi County Development Profile (2019) notes that, principals feel frustrated due to low remuneration, harsh working conditions, terrorist attacks, rejection from parents and delocalization which affects their families leading to absent of both teachers and principals hence low students retention in schools. Theirworld (2019) stressed that, students are motivated when transformational principal provide resources, safe and welcoming environments Likewise, Joel, Ogola and Malusu (2019) report that many secondary schools perform poorly due to poor leadership, besides inadequate funds and poor facilities.

Several studies have been conducted by different scholars Barrett et al., (2019); Botha (2014); Suraya and Yunus, (2012); Obama, Akinyi and Orodho, (2016) globally, regionally, nationally and locally on how principals' transformational leadership strategies influence the retention of learners. For instance, Glen (2017) studied Australian school leaders to well understand the bigger pressures of improving student performance and retention while achieving accountability goals. The study pointed out that important professional standards are required for principals to create clear evidence-based policies within schools. Further to that by developing highly skilled and excellence teaching practices, school principals create innovations in the school environment

which shape school improvement and leadership growth as the two major components of students' success and retention.

Glen's study established that the process of leading a professional learning community and making a culture of continuous development impacts student learning and retention in schools positively. In addition, Glen's study concurs with Sagor (2016) who found that, schools where students reported a conducive learning environment and resource provision had a transformational leader as its principal hence high retention was recorded. Therefore, the problem of low retention is common especially where conducive learning environment and provision of resources is inadequate. Damanik (2017) observed that, in order to improve learner retention, principals could work on improving the school environment however, principals must also understand the population of students they serve.

According to report of Ministry of Education Science and technology (MoE, 2016), principals' leadership strategies have direct bearing on the overall effectiveness of school because retention of both the teachers and students are under the leadership of school principal. Antoniou (2013) found that transformational Leadership is at the heart of achieving educational goals of a given society such as the retention of students in secondary schools. Further Abuya (2015) adds that transformational leadership in secondary schools though present, fails to address the problem of learner's retention. The high rate of low students' retention in Malindi Sub County public secondary school has been witnessed despite of food programme and free tuition. This underlines the significance of this study in order to fill the missing link by investigating whether provision of school resources by principals has influence on learners' retention in public secondary schools in Malindi Sub-County.

STATEMENT OF THE PROBLEM

Retention of learners in any school is usually linked to good leadership. Review of empirical literature indicates decreasing levels of learner retention in public secondary schools in Kilifi County. Ministry of Education (2019) rated Kilifi as the most affected county with highest level of low students' retention. Malindi Sub-County being one of the Sub-County in Kilifi County showed low retention. The statistics have shown that those who completed form four in the year 2019 were 14,145 compared with 29,096 students enrolled in form one in the year 2015 with decline of 14,951 students (Ministry of Education, 2020).

The statistics from Ministry of Education (2021) in Malindi Sub-County have shown that those who completed form four in the year 2021 were 2747 compared with 5017 students enrolled in form one in the year 2016 with decline of 2270 students. This is a clear indication that the issue of retention of learners in education is a major problem particularly in Malindi Sub-County. This study therefore investigated principals' provision of resources and learner retention in public secondary schools in Malindi Sub County.

RESEARCH OBJECTIVE

To determine whether provision of school resources by principals has influence on learners' retention in public secondary schools in Malindi Sub-County.

RESEARCH QUESTION

To what extent does provision of resource as a strategy employed by principals influence learner retention in public secondary schools in Malindi Sub-County, Kilifi County.

1.3 Conceptual Framework



Figure 1: Conceptual Framework
Source: Researcher (2022)

THEORETICAL FRAMEWORK

This study was modeled on Beatty-Guenter theory of Students Retention (1994). The theory states that, students’ success at college is affected by problems they encounter in their lives outside of school. It is highlighted on the wider support and encouragement of the students by parents who should be crucial to their motivation to succeed and complete their courses. Beatty Guenter (1994) therefore, identified five broad categories of student retention namely; sorting, supporting, connecting, transforming student and transforming institution strategies integration in school and become active members. Transformational student strategies aim at transforming a student from passive learner to an active learner, from being unmotivated to be a goal-oriented learner, from expecting failure to hoping for success; from poor study skills to learning improved skills; and academic counseling. Lastly, transforming the institution strategies target the improvement of all aspects of teaching and learning together with the working environment and parental involvement. This may need the involvement of curriculum design, research programmes, policy review, staff development programmes and cultural change.

Beatty’s five categories of retention strategies of sorting, supporting, connecting and transforming the students are closely linked to transformational leadership strategies in undertaking in struggle to retain students in schools. This theory is simple, precise, clear and practical for retention of learners in secondary schools which makes it easy to be understood. It offers holistic approach to students’ life, since it recognizes that students have physical, economic and social needs. The theory motivates principals to help learners feel comfortable. Also, considers staff development which is crucial for stability of learners.

In the light of principals’ leadership strategies, this is likely to be a remedy for increasing retention rates of students in secondary schools, since it addresses all the needs of learners, which is the real problem of this study. It enhances collaboration and cultivates a teamwork spirit in an educational institution as it requires everyone to participate in the activities geared towards students’ retention and success. This theory reviews students as very important in an educational institution, who need full attention according to the needs that enable them to succeed. It shows that for a learner to be comfortable in school, the personal needs must be fulfilled; some needs are physical, economic, social and security. It also identifies the importance of having professionally empowered principal, who would be fully equipped and ready to guide and help learners to study in order to achieve their goals. This theory is found to possess the aspects necessary for principals, teachers, students and parents in solving the problem of retention in public secondary schools. It is used because it touches the aspect of learning environment, resource provision and security of learners.

EMPIRICAL LITERATURE REVIEW

School resources play a key role in student retention and performance. These resources include physical, financial and human resources. Physical resources has to do with physical classrooms, staff offices, vehicles, textbooks, library and laboratory equipment which directly or indirectly contribute to the higher students retention and achievement. Financial resources include the expenditures and school budget required in running school activities (Blankstein, Noguera, & Kelly, 2016). In addition, human resources which includes teachers, support staff in the school, students, parents, community members and a host of other interest social groups (Fullan, Rincón-Gallardo and Hargreaves, 2015). According to Hauserman and Stick (2018) in order to retain students in schools, principals are supposed put in place required adequate resources towards the actualization of the school goal and objectives.

Studies such as Hauserman & Stick, (2018); Gupta, (2019); Hooper and Bernhardt, (2016) have shown that, when school principals concentrate on financial resources and attention given to the overall improvement of the schools, the results show positive changes in students' performance and retention. Principals play a major role in the management of all school financial activities (Fullan, Rincón-Gallardo & Hargreaves 2015). Simkins (2018) argues that a good budget can facilitate the effective planning and management of financial resource, offering the opportunity to achieve higher levels of efficiency. Oldring (2019) explains that, principals engage parents and others outside the immediate school community to support the school in its endeavour to fill the achievement gap. Sahin (2016) highlights that, ineffective legal and policy framework leads to lack of government support in public secondary schools in terms of inadequate teachers, funding and other financial incentives to keep the learners in school.

The reviewed literature has revealed that, the principal is the chief planner of the school who has the overview of school systems, processes and resources to produce intended students' learning outcomes and retention (Blankstein, Noguera, & Kelly, 2016). Therefore, Principals should gather all possible resources from the parents and other organizations to ensure they are adequate and effectively used in order to retain learners in school. For example, it could be a requirement for principals to seek the school communities' formal approval for the schools' annual budget plan and it could be mandatory for school leaders to present quarterly finance reports for discussion by their school community. This could involve the introduction of requirements for stakeholder involvement in financial oversight (Blankstein, Noguera, & Kelly, 2016). The principals provide the resources to specific groups of students such as free meals and free transportation for some of public secondary school students (Santiago, 2016). The OECD (2018) review in Uruguay adds that, the use of targeted funding conveys policy objectives and responds to emerging needs in the school system.

Besides, a study done by Halverson (2018) points out that, principals are expected to coordinate teaching and learning by hiring, developing, evaluating teachers, supporting struggling students, community outreach, budgets and managing infrastructure in order to enhance the retention of learners. Similarly, a study by Brandt (2017) found out that, high performing schools were characterized by high expectations, frequent monitoring of students' progress, a positive learning and a goal clarity. Further to that, effective principals exert pressure on teachers and students for high academic achievement and retention. The challenge occurs in most cases where public secondary schools are cash-strapped in bringing computers and other forms of technology in the classes which needs principals' intervention hence need for the current study.

Kilic (2016) notes that, technology needs to come into classrooms to keep up with the learning demands of 21st century which leads to high retention of learners. Principals are responsible for introducing useful changes aimed at improving the quality of schools learning programs, though they do not have the techno-savvy to compete with other devices which are difficult to keep students' interests and attention when teaching new concepts. Cohen (2016) indicates that, inadequacy of the computers and lack of interest, may lead to students dropping out of school due to failure of understanding and start other activities causing low retention of learners in public secondary school. So there is need for principals to provide resources so as to manage their leadership, curriculum planning and progress of students' in order to retain them in school.

Several studies in Africa found a strong relationship between resources provision and students' retention (Balwant 2016; Brandley & Lauren, 2014). For instance, Bayer (2016) indicates that, principals as the chief supervisors in schools are bestowed with the responsibility of ensuring learning resources are adequate and always available for use and up-to-date. Similarly, OECD (2019) indicates that schools that lack quality school leaders, financial, human resources, adequate infrastructure and textbooks will have more difficulties to promote quality education hence low retention of learners. Most secondary schools in Sub-Saharan Africa operate with inadequate resources due to poor funding. Schools face inadequacy of textbooks, classrooms, sanitation facilities, teachers and other teaching and learning resources.

Studies have shown that, school characteristics entail features of available facilities, school size, policies of the school, value system, norms, integrity and recognition (Adejumobi & Ojikutu, 2013; Nwobodo & Agusiobo, 2017). Those factors such as; the physical building, classroom and materials are used for instruction, academic performance, feeling of safety, school size, feeling of trust and respect for principals, teachers and students. In addition, Kothari (2016) argues that, there is need for principals to distribute resources like books and equipment account for scholastic difference among public secondary schools in order to retain students. Similarly, better facilities in school and supervision of resources by principals' makes a difference in achievement of learners which leads to high academic success and retention.

In Kenya, Malusu (2019) reports that many secondary schools perform poorly due to poor leadership, besides inadequate funds and poor facilities. The study contended that, examination results of many high cost schools and well established schools were always better than those of low cost schools which mostly lack resources. Most low performing schools are poorly equipped and due to inadequate resources and facilities, such schools fail to attract students in public secondary school. Availability of adequate teaching materials often makes the teaching easy and enhances retention rate of about 80% of what is learned. It facilitates learner centered learning through discovery, innovation and creativity, motivation and encourages participation hence high retention of secondary school students. Principals' provision of resources as strategy for learners' retention has worked out in other places globally and regional. Therefore, there is need for the current study to investigate and find out whether this strategy can also apply in Malindi Sub-County public secondary schools.

RESEARCH METHODOLOGY

This study adopted a convergent parallel mixed methods design. This is because it entails both qualitative and quantitative research designs hence perfect fit for this study (Fisher, 2017). Convergent parallel design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research methods in a single study to understand a research problem (Creswell, 2018). This approach was favored over others because there were some research questions which

necessitated a qualitative approach while some required a quantitative method. A convergent parallel design helped the researcher to best understand or develop more complete understanding of the research problem by obtaining different but complementary data from the respondents (Creswell & Plano, 2018). A convergent parallel design collects and analyses two independent strands of quantitative and qualitative data at the same time in a single phase (Creswell, 2018).

It adopted a mixed research method, specifically a convergent parallel mixed method design to collect both qualitative and quantitative data where both cross-sectional survey and the phenomenology design were used. The researcher targeted one Sub-County Director of Education, 29 principals, 453 teachers and 3760 students of public secondary schools in Malindi Sub-County. The sample size was 531 participants. The probability sampling techniques used were stratified and simple random sampling to select 136 teachers and 376 students of public secondary schools while the non-probability technique used were purposive sampling technique to select Sub-County Director of Education and 9 principals.

Data was collected through questionnaire and in-depth interview guides. The instruments were subjected to both face and content validity. Cronbach Alpha determined the reliability of Quantitative data. Qualitative and quantitative data was concurrently collected and analysed. Quantitative data collected was analysed using Statistical Package for Social Sciences version 24 that generated descriptive statistics such as frequencies and percentages that summarized data and presented. Qualitative data was organized into themes and presented using narratives and direct quotes. Ethical principles were considered in the whole research process.

FINDINGS AND DISCUSSION

The study targeted a total of 522 respondents from public secondary schools. A total of 512 questionnaires and 10 interview guide were administered to the respondents in various public secondary schools in Malindi Sub-County, Kenya. A total of 480 duly filled questionnaires and 10 interviews were returned by the respondents. Yielding a response rate of 95%. Bryman (2016) and Walliman (2016) suggests that a response rate of 85% and above is excellent, 70%-85% is very good, 60%-69% is acceptable, 50%-59% barely acceptable, while below 50% is not acceptable. The response rate of 95% in this study was therefore excellent.

Principals' Resources Provision and Learners' Retention

The researcher sought to examined whether provision of school resources by principals has influence on learners' retention in public secondary schools in Malindi Sub-County, students and teachers were given four statements separately and were requested to choose the response that best represented their feelings, on a scale of five-points ranging from 'strongly disagree' to 'strongly agree.' The findings were as indicated in the table:

Table 1: Principals' Resources Provision and Learners' Retention (n=350)

Item for students	SD	D	UD	A	SA
Our principal provides always enough textbooks	27(7.7%)	10(2.9%)	22(6.3%)	101(28.9%)	190(54.3%)
Our principal provides equipped library	128(36.6%)	57(16.3%)	22(6.3%)	62(17.7%)	78(23.3%)
Our principal provides well equipped computer laboratory	86(24.6%)	60(17.1%)	28(8%)	83(23.7%)	91(26%)
Our principal ensures that students' leaders are involved in making decisions	48(13.7%)	35(10%)	60(17.1%)	96(27.4%)	111(31.7%)
Our principal ensures teachers' observe time allocated to be in class.	174(49.8%)	45(12.9%)	25(7.1%)	59(16.9%)	47(13.4%)
Principal regularly checks the exercise books	324(92.6%)	15(4.3%)	4(1.1%)	2(0.6%)	5(1.4%)

Source: Researcher (2022)

The table 1 shows that majority of the students 190 (54.3%) strongly agreed their principals have been providing resources that influence learners' retention while 128(36.6%) did not support that principals provides equipped library. In responding to the statement whether principals provides well equipped computer laboratory, 91 (26%) students strongly agreed. Further, 111(31.7%) of the students strongly agreed that principals ensures that students' leaders are involved in making decisions. However, 174(49.8%) of students strongly disagreed that principals ensures teachers' observe time allocated to be in class while 324 (92.6%) strongly disagreed that the principal regularly checks the exercise books. This results shows that there is a challenge with how the principals provide the resources in school which seems to be a major problem for learner retention.

In an interview concerning school resources, a principal stated that resources such as teachers play grounds, games equipment and food are availed and enough for students however, the challenge is on the limited space in the library which limits the number of students who read from the library. Another principle commented: *our students are complaining that we do not give them balanced diet. We try our best to provide a variety of food but the challenge is limited funds. Hence, we have to let students eat what the school can afford such as maize and beans which they do not like.*

This findings show that principals have the challenge of providing the needed resources to make students comfortable in public schools which could explain why there challenges of school drop outs in public secondary schools.

Table 2: Principals' Resources Provision and Teachers (n=130)

Item for teachers	SD	D	AV	A	SA
The principal budgets on the financial resources needed		1(0.8%)	16(12.3%)	71(56.9%)	39(30%)
The principal consults teachers about the textbooks needed for to maintain learners in school.	3(2.3%)	8(6.2%)	22(16.9%)	63(48.5%)	34(26.2%)
The principal as human resource involves teachers in making decisions on how to improve performance and student retention	8(6.9%)	3(2.3%)	13(10%)	63(48.5%)	43(33.1%)
The principal provides IT resources for teaching	4(3.1%)	5(3.8%)	21(16.2%)	57(43.8%)	43(33.1%)
The principal regularly checks and the classroom record of work	14(10.8%)	5(3.8%)	9(6.9%)	52(40%)	50(35.5%)

Source: Researcher (2022)

The table 2 indicated that majority of the teachers 71(56.9%) agreed that the principals budgets on the financial resources needed. Also, 63 (48.5%) agreed to the idea that principals have been providing enabling resources which has led to improved learners retention in the schools. This is further indicated by various individual scores whereby majority of teachers 63(48.5%) agreed that the principal as human resource involves teachers in making decisions on how to improve performance and student retention. Equally, most of teachers 57(43.8%) agreed the fact that principals provides IT resources for teaching and 52 (40%) agreed that principals regularly checks the classroom record of work. In an open ended question which was analysed by use of inferential statistics, majority of the students (200) who translated to 91.3% mentioned lunch meals provided by the principal, revision materials, trips and bursary as part of what the principals have been doing to help them be in school while the remaining seemed to find very little sense in the principal's intervention. The results also indicated that majority of the teachers (89) who translated to 89.89% said that the school principals have tried their best in ensuring that teaching and learning materials have been provided. Also, learning has been boosted by having appreciated remedial teachings that motivates both the learners and teachers making it absenteeism rates go down.

In an interview conducted among the principals, all the principals (100%) said that they have a number of resources that help in ensuring that learners are retained in schools. For example, 4 principals indicated that they have tuition block, administration block, hosting sizes playing fields, laboratories (computer and science labs), kitchens etc. One said he had less classes and laboratories besides having mini-kitchen. All the principals said that they were sourcing for funds or mobilizing for financial resources besides the government allocation in order to increase the infrastructural facilities like the classes in order to have the ever increasing number of learners stay in school.

The Sub-County Director argued that guidance and counseling families, lunch programs and using well-wishers have been part of the resources point score strengthened on. Further, the Sub-County Director said that the principals have been using donors in getting enabling resources. As indicated in table 4.17, majority of the teachers 63 (48.5%) agreed to the idea that principals have been providing enabling resources which has led to improved learners retention in the schools. Majority of teachers 63(48.5%) strongly agreed that the principal as human resource involves teachers in making decisions on how to improve performance and student retention. In an interview, principal 1 narrated:

The school has water tanks providing enough water for daily use, classrooms enough for learners, toilets for both students and teachers, enough stationary. When the Sub-County Director was asked, the response was: some of the resources available in school are lunch program, counselors and classes which are well utilized for the benefit of all the learners. However, we still face challenges such as unsupportive parents who do not provide the needed uniforms for students to be in schools.

The results conquer with those posted by Hauserman and Stick (2018) who established that in order to retain students in schools; principals are supposed to put in place required adequate resources towards the actualization of the school goal and objectives. Bayer (2016) also adds that, principals as the chief supervisors in schools are bestowed with the responsibility of ensuring learning resources are adequate and always available for use and up-to-date which is directly proportional to students' retention in schools. Malusu (2019) avers that many secondary schools perform poorly due to poor leadership, besides inadequate funds and poor facilities. Malusu (2019) continues to show that availability of adequate teaching materials often makes the teaching easy and enhances retention rate of about 80% of what is learned. This is due to the fact that it facilitates learner centered learning through discovery, innovation and creativity, motivation and encourages participation hence high retention of secondary school students.

CONCLUSIONS

The study examined whether provision of school resources by principals has influence on learners' retention in public secondary schools in Malindi Sub-County. It was revealed that some principals have been providing various resources that are associated to learner's retention in schools. the principals have been able to provide infrastructural facilities like tuition block, administration block, playing fields, laboratories (computer and science labs), and kitchens which have in turn led to increased learners retention in schools. Majority of the principals in Malindi Sub-County are very active in ensuring that the text books provided by the ministry of education are delivered to their schools in time and reach the learners which in turn affects learners' retention. Further, it is concluded that the principals have been consulting the teachers on the priority areas to pump resources besides budgeting for the financial resources needed which has been associated with increased learners' retention.

RECOMMENDATIONS

For the policy makers, the research recommended that the government through its agencies like the ministry of education (MOE) and Teacher Service Commission (TSC) to provide resources on time like finances meant for learning materials, and infrastructure among others. Further the principal, the school board and even teachers should source for extra resources like development funds, books and uniforms from various stakeholders and well-wishers in order to help and support the needy students so that they can be retained in school. The researcher recommends a study to examine how provision of resources by principals in schools affects learners' retention in other

sub-Counties since this study only focused on public secondary schools in Malindi Sub-County, Kenya.

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