INFLUENCE OF STAKEHOLDERS' ENGAGEMENT PRACTICES ON LEARNERS' PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOLS IN MURANG'A SOUTH SUB COUNTY, MURANG'A COUNTY, KENYA

[1]Paul Chege Kirika, [2]Dr Mary Mugwe

[1]Student, School of Education, Mount Kenya university

[2]Lecturer, School of Education, Mount Kenya University

ABSTRACT

Purpose. To assess learners' participation in public day secondary schools in Murang'a South Sub County in relation to the role played by stakeholders' engagement practices.

Research methodology. The study adopted mixed methodology where both quantitative and qualitative data was obtained. Questionares were used to collect quantitative data from, teachers and form four students while qualitative data was gathered by use of interview schedule guide for principals and focus group discussion guide from parents. To collect information from participants in the study, researcher developed a systematic strategy to achieve that. However, depending on the field of the study, a quantifiable element that sheds light on the dynamics of the entire population or community to which the study's participants belong were included.

Findings. The study results indicated that there is a high positive correlation coefficient of **r = 0.719142163** between the frequencies of adopting principals' management skills and learner's participation between the frequencies of teachers and form four students.

Recommendations. On board of management practices, the government of Kenya through the ministry of education should enhance as well equip the board members on their roles and responsibilities in learners' retention, completion and transition. Also, the BOM should always ensure that there are well organized rewarding or motivating formulas that are strictly adhered to for motivating teachers and students. The BOM also should have a well-structured model of facilitating learners who are very needy in their schools to avoid the dropping out of school.

Key words; *Stakeholders', Engagement practices, Learners' participation, Public Day Secondary Schools*

INTRODUCTION

Numerous claims have been made about stakeholders' engagement practices on the learners' participation but these assertions are mostly based on the public's and media's preconceived conceptions (Rodriguez, 2011). In the limited research on the topic, stakeholders' engagement on learners' engagement in Murang'a South Sub County Public Day Secondary Schools has been primarily disregarded. So, this research seeks to identify the difficulties facing day secondary schools in Murang'a South Sub County and provide solutions for improvement in education policy and planning by boosting stakeholder engagement in students' educational experiences. Kenya's public schools have struggled to improve learner's participation despite the government's attempts. As in other organizations, stakeholders are essential to school governance. Most of these new methods emphasize school administration. According to Gastic, Irby, and Zdanis (2018) in their findings; stakeholders in the education field must work in harmony for schools to succeed and for better outcomes. Consequently, this study examines how different stakeholder groups' engagement has affected student engagement in Murang'a South Sub County, Kenya. Despite all the discussion about advantages, government has failed to adopt a consistent policy. So, there is confusion over how to appropriately engage such Stakeholders.

STATEMENT OF THE PROBLEM

Since learners are the ones actually putting in the effort to learn, learners should be considered among important stakeholders for learning to occur. Obtaining good quality education can provide students with the tools they need to make meaningful contributions to society. In contrast, learners would have less access to educational, cultural, and social capital as adults if their other stakeholders fail them. The concept of school governance structures provides the foundation for stakeholders' engagement practices in learner participation, which is essential to maintaining education quality on the learner's academic progress throughout time (Mncube and Mafora, 2014). The Education Act of 2008 establishes a regulatory foundation for stakeholder engagement methods in Kenya (Ministry of Education, 2008). Joint decision making, monitoring the implementation of priorities, and corrective measures to achieve the school's goals are all part of the participation strategy. So is establishing a connection between the Ministry of Education and sports, founder members, school administrators, teachers, and parents.

Few studies have been conducted on the prioritization of Stakeholders' engagement practices in public day secondary schools, where academic achievement is consistently declining, despite evidence that such schools could benefit from such practices (Rout, 2013; Mncube and Mafora, 2014; Muthoni, 2015, Kieti, 2017, Moate, 2018). When students accept responsibility for their own learning and make an effort to improve, they are participating as learners. For students, taking educational responsibility means making decisions and doing activities that help them reach their educational objectives. Learners' traditional function within the educational system has been inverted from that of facilitator to that of task monitor due to shifting societal norms and technological developments. Muranga South Sub County is located in Central Kenya, an area that is prone to drought and erratic rainfalls. These climate-related issues have a direct impact on poverty levels in the area, which has increased in recent years. Due to the high levels of poverty in the area, many students are unable to afford the high cost of attending public day secondary schools. This has resulted in a decrease in the number of students attending public day secondary schools in the area. In addition, the lack of access to resources and educational materials means that students often struggle to keep up with the learning material, leading to a lack of motivation and participation in school activities.

The government has implemented measures to try and alleviate these issues, such as providing free school meals, free uniforms and textbooks, and providing scholarships to students. However, these measures are not enough to address the underlying problems of poverty and climate-related issues in Muranga South Sub County. In order to ensure that all students have access to quality education, and are able to participate fully in public day secondary schools, there is a need for more targeted interventions and policies to be implemented. Despite significant investments in the education system, as shown by the county's recurring education budget, public day secondary school retention, transition, and completion rates in Murang'a South Sub-County have persistently fallen far behind national norms. This is the case even though the county has a larger recurrent education budget. In Murang'a South Sub County, high rates of recurrence are evident in the instances of learners' retention, transition, and completion. Bursary fund distribution has increased from Ksh. 204.5 million in the 2018-2019 fiscal year to Ksh. 800 million in the 2020-2021 fiscal year, but this still leaves many deserving students without financial aid. (Republic of Kenya, 2019). This is because secondary education is more costly than elementary and middle school, and many families simply cannot afford it. It appears that there need to be studies conducted into the factors that influence the region's secondary student retention, transition, and

completion rates. A table showing the growth rate of students attending public day secondary schools in Murang'a South Sub County, Murang'a County, from 2018 to 2022 is provided below.

Table 1

Public Day Secondary Schools Enrollment 2018 to 2022

Public Day Secondary in Muranga South Sub County	2018		2019		2020		2021		2022	
	Form 1	Form 4	Form 1	Form 4	Form 1	Form 4	Form 1	Form 4	Form 1	Form 4
GATHUNGURURU	137	98	106	81	109	95	82	74	63	47
HUHOINI	84	49	59	33	75	58	76	84	75	59
KAGAA	88	30	46	45	61	54	112	108	49	46
KAMBITI	134	79	66	76	126	70	160	102	155	107
KANGANGU	86	54	56	46	93	53	42	78	110	66
KARUNGANGI	105	60	55	59	61	58	72	58	39	66
KARIAINI	90	51	77	67	93	52	98	97	92	68
KIRIMIRI	129	90	87	87	98	77	40	51	119	96
MARANJAU	79	21	40	37	78	53	110	70	125	107
MIHANGO	91	44	52	32	86	44	126	108	46	94
MITHINI	94	30	55	23	60	29	77	64	60	66
MUTITHI	69	35	52	33	94	49	195	102	155	107
MWANGAZA	108	81	93	87	123	89	44	78	110	66
PETER KARIUKI	224	113	143	110	179	129	39	31	92	68
THANGIRA UMOJA	93	83	93	76	73	81	49	35	39	66
IGIKIRO MIXED	144	36	92	57	86	90	78	56	72	69
KAHARATI	77	58	78	70	59	89	71	51	119	96
MAGANJO	121	95	89	103	113	98	74	82	105	115
MARAGUA RIDGE	156	99	122	119	106	102	204	126	90	85

MUCHAGARA	50	43	39	34	44	47	149	105	127	107
SABASABA	207	122	107	111	202	124	110	70	43	69
THAARA	136	92	103	84	117	90	126	110	78	63
ICHAGAKI MIXED	155	130	133	127	161	144	195	139	66	37
KIANJIRUINI	71	32	54	23	81	39	163	159	21	40
MUNGUINI	84	47	49	56	55	40	28	48	78	63
GATHERA	127	96	100	87	91	103	90	75	112	78
GIKOMORA	64	74	36	61	37	43	44	70	128	128
IKUNDU	42	42	55	42	41	40	40	63	119	131
IREMBU	44	20	29	49	13	28	39	31	284	196
ITAAGA	131	96	95	125	129	92	228	178	225	162
MARAGUA SECONDARY	115	75	80	87	74	87	65	47	88	62
NGINDA MIXED	130	103	110	92	120	96	49	35	131	84
Total	**3465**	**2178**	**2451**	**2219**	**2938**	**2343**	**1067**	**955**	**3177**	**2673**

As illustrated in Table 1, low-performing students' level of engagement has a direct impact on how well they are able to continue their education, make necessary transitions, and graduate. The majority of students frequently abandon their education before acquiring the level of competence, expertise, and mastery necessary for independent living and thus contributing to the human capital essential to the creation of innovations that will boost the nation's social and economic development. As a result, it has helped keep economic and social-cultural growth at historically low levels. Therefore, the findings were significant for their workability in Murang'a South Sub County, Murang'a County, Kenya.

RESEARCH OBJECTIVES

The study sought:

  i. To assess the influence of Board of management engagement practices on learners' participation in Murang'a South Sub County, Murang'a County

 ii. To assess the influence of the parents' engagement practices on learners' participation in Murang'a South Sub County, Murang'a County

iii. To assess the influence of teacher engagement practices on learners' participation in Murang'a South Sub County, Murang'a County

iv. To assess the influence of the student engagement practices on learners' participation in Murang'a South Sub County, Murang'a County

RESEARCH QUESTIONS

Based on the objectives of the study was guided by the following questions.

i. In what ways will the board of management engagement practices influence learners' participation in Murang'a South Sub County, Murang'a County?

ii. How will the parent engagement practices influence learners' participation in Murang'a South Sub County, Murang'a County?

iii. To what extent will the teacher engagement practices influence learners' participation in Murang'a South Sub County, Murang'a County?

iv. How will the student engagement practices influence learners' participation in Murang'a South Sub County, Murang'a County

THEORETICAL REVIEW

Stakeholders Theory

According to the core principle of the engagement theory, students can be actively involved in their learning when they interact with others and complete meaningful tasks. It provides a foundation for incorporating technology into the classroom. In their article, Kearsley and Schneiderman argue that technology can be used to facilitate communication in ways that would be difficult without it. This model promotes group work, communication, and a focus on reality in the classroom. When it comes to using technology in the classroom, one useful concept is the Engagement Theory (Kearsley and Schneiderman, 1999). In theory this sort of participation might take place without technological aid, Kearsley and Schneiderman argue that such participation could be hampered without the use of technology. O'Brien and Toms', (2008) overall conceptual framework agrees with the theory and emphasis on the value of self-directed, meaningful engagement with materials or applications based on cognitive challenge through motivation.

Problem solving, decision making, and evaluation are all examples of the kinds of active cognitive activities that contribute to engage learning. When applied to the classroom, engagement theory helps students become more invested in their own education and thus produces more lasting results. In addition, we will go deeply into how learning works and the part technology plays in that. Books and schools aren't the only places where people can gain knowledge anymore. Recent advances in educational technology have made increasing students' participation in class a priority for both teachers and students. The fall in student participation can be attributed to a number of variables, such as the economy, geography, and society. However, progress in educational technology has facilitated an appreciation for the significance of student participation in the classroom. In our case study learner participation in public day secondary schools will be analyzed to determine the effect of Stakeholders' engagement techniques. The study's theoretical underpinnings in this area will help researchers think critically about how to best ensure that the Sub-County has sufficient and effective intellectual capital. To maximize output, it is essential to integrate and manage the efforts of all relevant stakeholders. Strategically implementing the areas of Stakeholders' engagement will improve the administration of educational resources in terms of transition, completion, performance, retention, and relevance.

Dewey's Theory of Education

According to Dewey, education should be a dynamic and interactive process in which the student's role in the growth of their understanding is vital. Each student's education, in his view, should be adapted to their unique history, interests, and skills. His argument was that teaching should focus on getting students to think critically about problems and creatively apply what they have learned. Along with the student and the community, he believed that education should be a continuous process. Dewey also believed that education should be about the development of the whole student rather than just content knowledge. He believed that critical thinking, problem solving, and a love for the arts and culture were all needed for today's students. In addition, he argued that education should be free for all and should encourage growth of the individual within a global and ever-changing society. That all members of a society should have access to and benefit from education is central to this theory. Numerous international educational systems can trace their roots back to Dewey's conception of education, which is still widely influential today. His focus on problem-solving, collaboration, and analysis is essential in today's classrooms. Education has progressed since his time, and it continues to emphasize the whole student, as he argued it should.

Dewey's educational philosophy has also inspired the development of innovative teaching strategies. His advocacy for collaborative learning and innovative approaches to pedagogy have encouraged educators to embrace strategies like project-based and experiential learning. The attention he placed on children' all-around development led to the development of whole-child pedagogies that take into account their social, emotional, and physical requirements. Information presented in a way that prompts students to make connections to their own experiences is more likely to be retained, he argues. Dewey provided a solution to this issue in the shape of a system of education that would cater to the requirements of each student while still teaching them what they need to know. He claims there is only one process, with the child and the curriculum serving only as two limiting factors. In the same way that two points make up a straight line, the child's existing perspective and the facts and realities of studies define instruction (Dewey, 1902, p. 16).
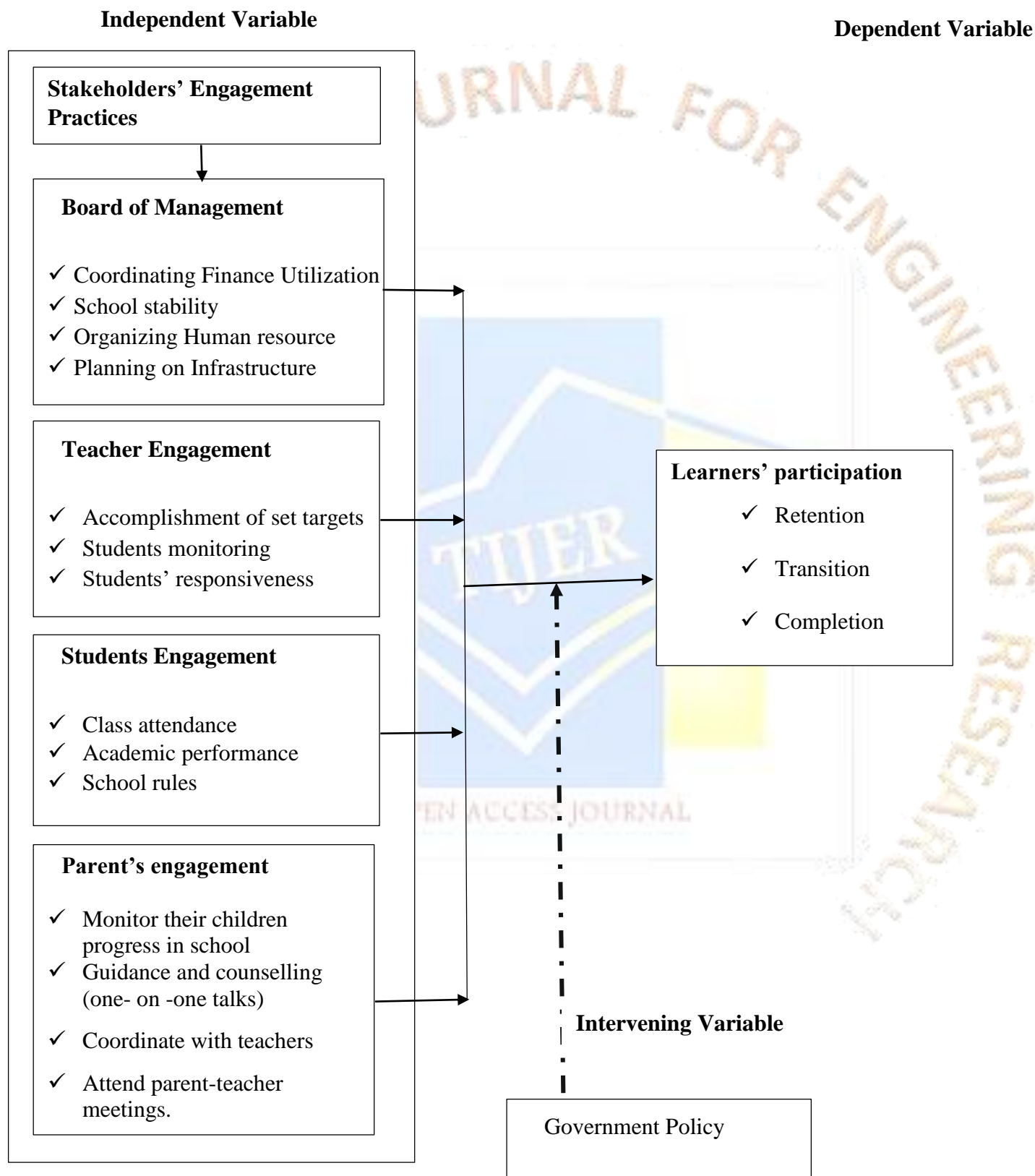
EMPIRICAL REVIEW

There is an established connection between governance and an organization's success. This is because literature reviewed postulates that boards of directors in both for-profit and non-profit companies, as well as government agencies, have varying degrees of engagement with the organizations they are tasked with for overseeing (Hermalin and Weisbach, 1991, quoted in Ong'eng'e, 2016). Therefore, there exists possibility that there isn't much of a correlation between school BoMs and student achievement because of the constraints on BOM activity and the lack of a clear set of particular obligations. Yet, the BOMs can and do have an impact on students' final grades and other results. Even though they aren't teaching the students themselves, the BoMs play a vital role in overseeing the entire operation and shaping its results. To a large extent, stakeholders in Nigeria are responsible for funding the construction, maintenance, and management of the country's public schools. Managing and mobilizing these resources is a complex endeavor that requires the collaboration of many parties, including the community leaders who make up the school's management. The principal acts as the secretary of the school's management board, which is comprised of parents and community members. Together, these people hope to raise the school's academic profile (Okendu, 2012). Kenyan secondary schools have been governed by Boards of Management (BOMs) ever since the country gained independence, after a recommendation given by a Commission Report of Ominde in 1964. The commission advocated for the creation of unique identities for each institution. Decentralization of power was also planned to increase efficiency. Moreover, the Basic Education Act Cap 211 mandated the formation of a board of management composed of parents and other community members (2013). In order to further school progress, the BoM must

work together to manage the schools regardless of who elected them or for their own personal interests. Organizational management, and particularly that of public secondary schools, is often described in terms such as transparency, accountability, efficiency, and effectiveness (Bush and Heystek, 2003). The administration of public secondary schools is delegated to a board of directors under the Education Act of 2012.

CONCEPTUAL FRAMEWORK

Independent Variable   **Dependent Variable**

Stakeholders' Engagement Practices

Board of Management
- ✓ Coordinating Finance Utilization
- ✓ School stability
- ✓ Organizing Human resource
- ✓ Planning on Infrastructure

Teacher Engagement
- ✓ Accomplishment of set targets
- ✓ Students monitoring
- ✓ Students' responsiveness

Students Engagement
- ✓ Class attendance
- ✓ Academic performance
- ✓ School rules

Parent's engagement
- ✓ Monitor their children progress in school
- ✓ Guidance and counselling (one- on -one talks)
- ✓ Coordinate with teachers
- ✓ Attend parent-teacher meetings.

Learners' participation
- ✓ Retention
- ✓ Transition
- ✓ Completion

Intervening Variable

Government Policy

Figure 1

Conceptual Framework

RESEARCH METHODOLOGY

The study adopted mixed methodology where both quantitative and qualitative data was obtained. Questionares were used to collect quantitative data from, teachers and form four students while qualitative data was gathered by use of interview schedule guide for principals and focus group discussion guide from parents. To collect information from participants in the study, researcher developed a systematic strategy to achieve that. However, depending on the field of the study, a quantifiable element that sheds light on the dynamics of the entire population or community to which the study's participants belong were included. The study employed a descriptive research design. The study targeted 559 teachers, 272 parents, 34 Principals in 34 public day secondary schools all from Murang'a South Sub-County and 2958 form four students. Researcher adopted Krejcie and Morgan's sample size table (1970). Sample 346 of 3823 individuals. Data was collected by use of questionaries for teachers and form four students, interview guides for principals and focus group discussion guide for parents.

RESULTS AND DISCUSSIONS

Research aimed at assessing the level of principals' involvement of stakeholders as he or she is the secretary to the BOM and how basically the BOM takes part in learners' participation in public day secondary schools in Murang'a South Sub-County. Data was collected among teachers, systemized then compiled and results tabulated as in table below.

Table 2

Principals' management skills and learners' participation questionaries return rate for teachers

Test items	Ratings in percentages (%)				
	SA 5	A 4	U 3	D 2	SD 1
Teachers and parents look to principals as the institution's top leaders.	39.13	26.09	4.35	4.35	26.09
Principals' attributes and skills of effective principals boost student progress in the classroom	12.50	50.00	8.33	4.17	25.00
Principals' managerial abilities contribute to the academic success of their schools as a whole.	39.13	30.43	4.35	4.35	21.74
The team's cohesiveness and morale can be greatly improved by the principal's interpersonal abilities.	37.50	29.17	4.17	4.17	25.00

	SA	A	U	D	SD
The leadership styles of principals have a bearing on student engagement	45.83	20.83	4.17	4.17	25.00
A democratic principal would urge teachers to collaborate on solving academic issues.	38.46	19.23	11.54	7.69	23.08
The principals' time management abilities allow them to plan out their days, determine which duties are most important, and divide their time amongst them accordingly.	24.00	40.00	4.00	8.00	24.00

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

Statistics from above table postulates that for teachers and parents look to principals as the institution's top leaders slightly below half of the teachers that is, 39.13% strongly agreed, where 26.09% of the teachers agreed, 4.35% were undecided same as to those who disagreed at 4.35% but 26.09% of the teachers strongly disagreed with this assertion. However, on Principals' attributes and skills of effective principals boost student progress in the classroom 12.50% of the sampled teachers strongly agreed and half of the teachers that is 50% agreed and 8.33% were undecided, 4.17% disagreed and a fair minority at 21.74% strongly disagreed. When teachers were asked on Principals' managerial abilities contribute to the academic success of their schools as a whole 37.50% of the teachers strongly agreed, 29.17% agreed, 4.17% were undecided same as to those who disagreed at 4.17% but a quarter of the teachers at 25% strongly disagreed. Slightly below half of the teachers at 45.83 % strongly agreed with the preposition that the leadership styles of principals have a bearing on student engagement along with 20.83% who agreed although 4.17 % of the teachers were undecided along with 4.17 % who disagreed but 25.00% which is a quarter of the teachers they strongly disagreed with this assertion. However, 38.46% of the teachers strongly agreed with the arguments that a democratic principal would urge teachers to collaborate on solving academic issues as well as 19.23% who agreed although 11.54% were undecided along with 7.69% who disagreed and 23.08% teachers who strongly disagreed. A good number of teachers at 24.00% strongly agreed with the view that principals' time management abilities allow them to plan out their days, determine which duties are most important, and divide their time amongst them accordingly. Moreover, slightly below half the number of teachers at 40.00% agreed but only a small portion of teachers that is 4.00% who were undecided because only 8.00% of the teachers disagreed and 24.00% strongly disagreed. What all this means is that for learners' participation to be enhanced there has to be deliberate collaborative effort by the BOM members in order to attain better results. These results they however differ with findings of a study conducted in Nigeria where Amuseghan (2010) postulates that, in schools' achievement of intended

educational goals and objectives lean majorly on effective planning and management of school resources by school principals.

The students were also issued with questionnaires to assess the impact of principals' management skills and learners' participation and results tabulated as shown in the table below

Table 3

Principals' management skills and learners' participation questionaries return rate for form four students

Test items	Ratings in percentages (%)				
	SA 5	A 4	U 3	D 2	SD 1
Teachers and parents look to principals as the institution's top leaders.	54.44	32.35	5.88	4.41	2.94
Principals' attributes and skills of effective principals boost student progress in the classroom	31.03	48.28	15.52	3.45	1.72
Principals' managerial abilities contribute to the academic success of their schools as a whole.	22.58	43.55	17.74	12.90	3.23
The team's cohesiveness and morale can be greatly improved by the principal's interpersonal abilities.	27.59	36.21	12.07	15.52	8.62
The leadership styles of principals have a bearing on student engagement	50.85	27.12	10.17	8.47	3.39
A democratic principal would urge teachers to collaborate on solving academic issues.	52.46	32.79	9.84	3.29	1.64
The principals' time management abilities allow them to plan out their days, determine which duties are most important, and divide their time amongst them accordingly.	27.12	50.85	10.17	8.48	3.38

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

The table above illustrates that a majority of the students at 54.44% strongly agreed with the preposition that teachers and parents look to principals as the institution's top leaders. These arguments also agree with the observations of teachers. However, 32.35 % agreed, 5.88% were undecided, 4.41% disagreed and only a small percentage of students disagreed at 2.94%. On the other hand, on principals' attributes and skills of effective principals boost student progress in the classroom 31.03 % of the learners strongly agreed while a fair majority

at 48.28% agreed, 15.52% were undecided, 3.45% disagreed and 1.72% strongly disagreed. The students on Principals' managerial abilities contribute to the academic success of their schools as a whole had a contracting opinion as only 22.58% strongly agreed although a fair majority of the students of 43.55% agreed and 17.74% were undecided as 12.90 disagreed and a small part of the students at 3.23% strongly disagreed. Learners were also examined on team's cohesiveness and morale can be greatly improved by the principal's interpersonal abilities where 27.59% strongly agreed, 36.21% agreed, 12.07% were undecided, 15.52% disagreed while a minority at 8.62% strongly disagreed. Half of the students that is 50.85% strongly agreed that a democratic principal would urge teachers to collaborate on solving academic issues and 27.12% agreed while 10.17% were undecided, 8.47% disagreed and only a small portion of students strongly disagreed with this assertion at 3.39%. Similarly, 52.46% of the learners strongly agreed that the principals' time management abilities allow them to plan out their days, determine which duties are most important, and divide their time amongst them accordingly. However, 32.79% agreed, 9.84% were undecided, 3.29% disagreed and very small number of respondents at 1.64% strongly disagreed.

Inferential findings on influence of Board of management practices and learners' participation

In order to determine the relationship between the frequencies of adopting principals' management practices and learner's participation the frequencies of teachers and form four students were analyzed as shown in table below.

Table 4

Frequencies of principals' management skills on learner's participation.

	Frequencies				
Respondents	**SA** **5**	**A** **4**	**U** **3**	**D** **2**	**SD** **1**
Teachers (X)	119	108	20	18	87
Form four students' (Y)	638	589	188	128	56

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

These frequencies were then subjected to Karl Pearson's correlation coefficient as shown in table in 5 order to determine the degree of relationship between the frequency responses of teachers and form four students.

Table 5

Karl Pearson's correlation coefficient analysis of relationship between frequencies of adopting principals' management skills on learner's participation between frequencies of teachers and form four students

X	Y	X^2	Y^2	XY
119	638	14161	407044	75922
108	589	11664	346921	63612
20	188	400	35344	3760
18	128	324	16384	2304
87	56	7569	3136	4872
$\sum X = 352$	$\sum Y = 1599$	$\sum X^2 = 34118$	$\sum Y^2 = 808829$	$\sum XY = 150470$

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2]\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{5(150470) - (352 \times 1599)}{\sqrt{\{5(34118) - (352 \times 352)\}\{5(808829) - (1599 \times 1599)\}}}$$

$$r = \frac{189502}{\sqrt{263511.18}}$$

$$r = \frac{189502}{513.3334004}$$

$$r = 0.719142163$$

Therefore, the results indicated that there is a high positive correlation coefficient of **r = 0.719142163** between the frequencies of adopting principals' management skills and learner's participation between the frequencies of teachers and form four students.

Thematic Analysis of Qualitative Findings on influence of Board of Management Practices on Learners Participation

The principals were interviewed but the parents were engaged in a focus group discussion guide as some of the parents would have lacked the greater needed insight to comprehend the questionnaires as some would have been much likely have attained low levels of education. During an interview on of the respondents argued that "*In my school the BOM do follow ups on students who absent themselves out of class for a long time. If for example in such a case it is the fees which is an issue, the BOM look at the family background of the learner and carryout on assessment of the needs of the learner and pay their fees to ensure the learner is retained at school. In some situation the BOM gets into an extent of involvement of the local administrators to reach out to learners who absentee themselves for a long time. This has gone a long way in ensuring that the learners are in school enabling them to complete their course and also in good time*" These arguments got into agreement with propositions of another respondent who observed that "*The BOM in my school is greatly involved in sourcing of funds. These funds are used in sponsoring of needy students in my school as some of the learners come from slum areas and their parents either have low incomes or even not working in some situations. The money is also used to purchase revision books, sponsor professional guidance and counselling of our learners as well as offering motivation to higher achievers. This has enabled our learners to like academics as well as the school environment enhancing the retention of the students in school*" In another interview an interviewee argued that "*The BOM in my school has come up with a program of motivating learners where in case a student gets university grade, he or she is bought a laptop. This has gone a long way to motivate learners, creates a sense of completion among themselves and enables transition of our learners to higher institutions oh learning the universities.*" These arguments also agreed with the discussions from parents although some of the parents seemed to be not well conversant with their role and responsibilities on learners' participation.

During group discussion one of the respondents also noted that, "*In my school we have installed a WIFI for our students. This has modernized learning making the learners to like school and learning as well as enhancing transition from one class to the other as learning becomes easy. Also, we have a green house in our school where food especially vegetables are grown to facilitate food production. This makes the food program fee to be affordable as most of the vegetables are obtained in school facilitating reduction of the fee for the lunch program reducing the cases of students being sent home for fees for the lunch program. This has enabled our students to remain in school there we are able to retain them as the cases of drop outs has greatly reduced due*

to inability to pay for the lunch program fee. These findings concur with quantitative findings that the BOM has a role and responsibility in learners' participation. Moreover, these findings complied with arguments of Lopez (2009) that a strong positive relationship exists among stakeholders' engagement practices and job performance.

CONCLUSIONS

The study found that most of the secondary schools have placed down several measures to enhance learners' retention, transition and completion. Some of these measures includes board of management practices, teacher engagement practices, parents' engagement practices as well as students' engagement practices. However, the problem seems to persists and some of the contributing factors were found to be drug and substance abuse, negative peer influence from those who have already dropped out of school, poor parenting, parents not paying fees timely, early pregnancies, availability of cheap labour, family background issues, lack of proper role models in the society where some of the students come from among others.

RECOMMENDATIONS

On board of management practices, the government of Kenya through the ministry of education should enhance as well equip the board members on their roles and responsibilities in learners' retention, completion and transition. Also, the BOM should always ensure that there are well organized rewarding or motivating formulas that are strictly adhered to for motivating teachers and students. The BOM also should have a well-structured model of facilitating learners who are very needy in their schools to avoid the dropping out of school.

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