

**SITUATIONAL ANALYSIS ON RETENTION STRATEGIES AMONG PUPILS IN  
PUBLIC PRIMARY SCHOOLS IN NAROK COUNTY, KENYA**

**BY**

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## DECLARATION

### DECLARATION BY THE CANDIDATE

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## **DEDICATION**

I desire to dedicate this work to my dear husband Jared Nyamiaka Ngare, my children Royallans, Billrodgers and Joylynne for their limitless love, moral care and inspiration. You are pillars of my life that have supported me to make big achievements. My hope is that they will be inspired that ‘it is never too late to follow your dreams’ similar to their mother and role model. With God, all things are possible.

## ABSTRACT

Education is seen as being so important to the improvement of persons. The right to basic education is legal and constitutionally assured in Kenya and other countries. Education stakeholders in collaboration with the Kenyan government have done a lot to increase access and retention in primary schools specifically in Arid and Semi-Arid Lands (ASAL) which still face these challenges. Thus, this study explores the strategies that enhance retention among pupils in public primary schools in Narok County. The objectives were to explore the existing strategies for enhancing retention, to examine the usefulness of the existing strategies and programs that enhance retention, to establish challenges faced by primary school teachers and pupils in the implementation of retention strategies and to come up with suggestions on strategies that can enhance retention among primary school pupils. The study adopted a qualitative approach, underpinned under the interpretivist paradigm with a multiple case study design. Interviews and Focused Group Discussions were used to generate qualitative data from the participants. Purposive and convenient sampling techniques were used in selecting four head teachers, four standard eight class teachers and eight pupils from class eight in each of the four selected primary schools totaling to 40 participants with 12 interviews. The data was coded then analyzed thematically guided by Tinto's Theory of retention. The findings revealed that School Feeding Programs, Free Primary Education, Guidance and Counseling, and Teaching and Learning resources were the main strategies found in schools. Inadequate water supply and firewood, lack of School Feeding Programs and community involvement, inadequate supply of sanitary towels, delays in disbursing School Feeding Programs and Free Primary Education funds were the main challenges for retention of pupils in primary schools. There was high enrolment, regular attendance and improved completion rates in primary schools with consistency of School Feeding programs. In conclusion, for retention of pupils in primary schools the government should implement the above strategies. The study therefore recommends that the government should implement consistence feeding programs, increase and disburse Free Primary Education and School Feeding Programs funds in time, be gender sensitive when posting teachers and sensitizing on community involvement in pupils education in Arid and Semi-Arid Lands (ASAL) and drought stricken areas. The findings of this study will be significant to Ministry of Education, policy makers, stakeholders, curriculum developers and learners.

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**ABBREVIATIONS AND ACRONYMS**

ASAL	- Arid and Semi-Arid Lands
EFA	-Education for All
EPE	- Early Primary Education
ESD	- Education for Sustainable Development
FGDS, A – D	- Focused Group Discussions School A - D
FPE	- Free Primary Education
GAP	- Global Action Program
MDGs	- Millennium Development Goals
NACOSTI	- National Commission for Science, Technology & Innovation
NGO's	-Non-Governmental Organizations
OOSC	- Out Of School Children
OVC	- Orphaned & Vulnerable Children
PCTS, A – D	- Participant Class Teacher School A – D
PHTS, A –D	- Participant Head Teacher School A - D
SDGs	- Sustainable Development Goals
SFP	- School Feeding Programs
UNESCO	- United Nations Educational, Scientific and Cultural Organization
UPE	- Universal Primary Education

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

This chapter discusses the following: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, scope and limitations of the study, theoretical framework, and conceptual framework, operational definition of key terms and summary of the chapter.

#### **1.2 Background to the Study**

Kenya's Vision 2030's communal support on Education and training states that the overall aim for 2012 was to reduce illiteracy by improving transition rates in primary and post-primary schools, raising the worth and significance of education and increasing access to Education thus retention is enhanced. Retention in school has a positive value for an individual throughout his/her life, high drop outs hold a disadvantaged position in any economy where education always limits pay and occupation of an individual (Smyth & Hattam, 2004).

According to Vare & Scott (2007) school is the pivotal point of the academic process and it states that school's role is not only to get kids into institution but to confirm their persistent stay in school until they finish. The school environment should be conducive to ensure learners are not dropping out of school.

“Everyone has a right to education” as declared by the Education for All (EFA) World Conference that was done in Jomtien, Thailand in 1990. Opata and Wesonga(2016)endorsed the assurance to the Jomtien commitments. Establishment of elementary education was realized, specifically for daughters who were left subtle in various nations of Africa, where conflicts and ethnic tensions have evacuated many families, hence youngsters’ chances of attending classes are limited. The set targets were to confirm that, all children, irrespective of where they come from, will be capable to finish a complete course of primary schooling by 2015 (Shabaya\* & Konadu Agyemang, 2004).

More attention on both participation and completion in education was brought by the Millennium Development Goals (MDGs)and Education for All (EFA) movement. Education for Sustainable Development (ESD) to quality education, Global Action Program (GAP) Sustainable Development Goals (SDGs) and United Nations Educational, Scientific Cultural Organizations (UNESCO)are targeting to expanding fruitful projects by including more institutions. ESD stimulates learners to ask questions, have critical thinking, analyze and make decisions. It has moved from teacher-centered to learner-centered where learners are involved in education development. Participatory learning is used rather than rote memorization(Pavlova, 2013). Education is important to the socio-economic growth of countries. Constructing a worth education structure gives a tough basis in the system of worth basic education. Education for All (EFA) specifically, is the main concern of any nation to their people(Grant, 2017).

Nevertheless, Universal Primary Education (UPE) and Education for All (EFA) has been in severe dangers owing to persistent high school dropouts, making it hard to retain learners in school over the earlier numerous ages(Collier, 2016). There has been a serious need to address high figures of pupils dropping out of school before finishing primary education. Schwab and Sala-i-Martin (2010)states that 31.2 million learners in primary school in 2010 left school internationally and they may not ever come back to class. Ansell(2015a) reports that 57 million kids are out of school, 250 million are not able to read and write as they reach class four. The report also emphasizes that out of 650 million of school-age kids globally, 120 million do not reach class four and another 130 million remain in school but they don't acquire the elementary skills required(Ansell, 2015b).

Challenges facing education in the Eastern and Southern Africa region indicates that 1 in 5 children is not attending school; which means by 2030, 70 million additional children will miss basic education (Roser & Ortiz-Ospina 2017).

Retaining learners in primary school is a main problem to most nations worldwide and mostly in sub Saharan Africa. According to UNESCO (2012), Sawamura and Sifuna, (2008) states that estimation of more than 30 million children aged 10–14 will not finish primary school at the close of the twenty first century in sub-Saharan Africa. This occurs regardless of a strong connection amid the introduction of Free Primary Education policy with increase in enrolment rates across the country.

Over the past decades, most of the nations in Sub Saharan Africa have embraced Free Primary Education (FPE) and School Feeding Programs (SFP) to enhance retention and completion rates. According to Kadzamira et al., (2004), in Malawi Free Primary Education was introduced in 1994. Uganda 1997, Tanzania 2001 and Kenya 2003. Consequently School Feeding Program was introduced in the marginalized areas, these altogether led to high enrolment, which brought a severe shortage of classrooms, desks, teaching and learning resources and teachers. These led to able parents transferring their children to private schools where there is no congestion as other children opted to leave school. These transfers brought down public primary schools hence impacting negatively on retention.

Studies done in the United States and Canada, revealed out of seven constructs that encourage student retention, namely: academic counseling, business procedures, learning experiences, group connectedness, student support services, student contribution, faculty and staff accessibility. Tinto(2012), recommends that institution sex tensive enhancement of schoolroom practices are vital for motivating retention amongst all learners. School Feeding Programs are supportive to learners, when fully implemented it will enhance retention as many learners will not waste time to go home for food. When learners are supported academically, for example, weak learners given remedial and involved in class work will enhance retention hence high attendance and low dropouts.

Didi-Huberman (2005) in Pakistan shows that more than 100 million kids do not have the entrance to schools or do not go to school because of their individual or household

difficulties. But still in Pakistan there is high improvement in adult literacy; nevertheless, the aim of Universal Primary Education (UPE) remains indefinable owing to little admission with great dropout rates in the institution. Pakistan government is determined to overcome this challenge of repetitions and high dropouts of learners in primary schools. There is illiteracy in the society due to high dropouts. There is a serious concern to the planners and decision-makers on the high educational wastage due to high dropout in primary schools.

Chenge, Chenge, and Maunganidze(2017) in their study revealed that though there was a national enrolment of 83% in Pakistan, only 48% finished primary education resulting from high dropout rate. Segumba (2015) revealed that there was a 25% of national dropout rate in 2011 in USA and 38% dropout rates in Mississippi. Conflictingly, there was a decrease of dropout rate in Canada from 1990-1991 (16.6%) to 2011-2012 (7.8%). Boys dropout rates was high than that of girls.

A study done in Nigeria on constructive instructional strategy on pupils' achievement and attitude towards science shows that when a learner has a positive attitude towards any given subject, they tend to perform better. Performers and achievers mostly complete their course that is from standard one to eight. The constructive instructional strategy enhances retention rate (Etuk, Etuk, Etudor-Eyo, & Samuel, 2011).

Kenya advocates learning as an important human right and identifies it as vital for the fulfillment of self-actualization and country wide growth (Ruto, Ongwenyi, & Mugo,



2010). Education moreover, is taken to be the greatest significant factor for success and attaining maintainable growth and consuming significant means for changing approaches and deeds. For instance there was low retention rate in primary education because of natural disasters, international conflicts and extreme poverty,(Hauck, Smith, & Goddard, 2017).Various disasters have caused a negative impact on education systems today due to the effects of globalization and climate change (Basher et al., 2015).

Despite the interventions by the EFA,UPE, GAP, MDGs, ESD, SDGs, and the Kenyan government's contribution of Free Primary Education and School Feeding Programs to retain pupils in school, ensure pupils' admission to school and decreasing drop-outrates, school-age kids don't go to school because of several causes (Pricilah, Nyang'au, & Chang'ach, 2014).

Mathooko (2009)found out that Kenyan children do not go to school because of social problems, lack of schools and teachers in slum areas, poverty and displacement. School-based factors cause low retention in Kenyan primary schools. Mbaabu (2012)revealed that excessive homework, over-crowded schools, excessive punishments; inaccessibility, costly school requirements, poor methods of teaching and teacher-pupil conflicts lead to low retention rate in primary schools (Amaugo, Papadopoulos, Ochieng & Ali, 2014).

In spite of the Kenyan government's introduction of School Feeding Program in 1980 and Free Primary Education in 2003 in its quest to provide basic education to all school going children, the access and retention rates in nomadic schools in Arid and semi-Arid

Lands (ASAL) are still very low compared to settled communities in Kenya (Saltakwet, 2013). Therefore, this study sought to explore the strategies that can enhance retention rate in (ASAL) of Narok County.

### **1.3 Statement of the Problem**

Though the Kenyan government is committed to offer basic education for all kids through provision of Free Primary Education (FPE), Free Day Secondary Education (FDSE), School Feeding Programs (SFP), Mobile schools in Nomadic regions, Rehabilitation homes and many more, retention is still very low in many primary schools. Nearly 1.2 million children in Kenya are out of school, out of which 915,000 are in child labour, which indicates that there is a problem to be addressed in the education programme (Ruto, Mugo, & Kipserem, 2010a). Kenya is ranked the eighth highest Country with Out Of School Children (OOSC) in the world (ROKMOE, 2018 p.25 & Alexander, 2010). Even though EFA by 2015 was committed globally, children from marginalized groups are yet to benefit from basic education; also, children from minority groups are more likely to miss education. The researcher chose Narok County being one of the (ASAL) and pastoralist area where there is low retention rate. The statistics from the Narok County Education office show that drop out of learners from school is rampant. Education stakeholders and Chief's "barazas" meetings, have concerns on the same. A big proportion (76%) of children who join primary school from class one do not finish class eight for the stipulated period leading to high dropouts (EMIS, 2014 as cited in ROKMOE).

Studies have been done on retention of learners in learning institutions. For instance, Sá and Sabzalieva(2016) looked at strategies for improving student retention in higher institution of learning, the study established that political climate, funding and ambiguous policy framework affected retention of students in various institutions. Musavini and Yunguyungu (2015) studied teacher's perceptions on factors that influence school dropout in Upper primary and established that corporal punishment, parental negligence and negative peer pressure influenced high dropout rate. Nthiga (2014) looked at strategies adopted in enhancing learners' retention in public secondary schools, and established that parental involvement, and discipline and learner sponsorship influenced learner retention. In a similar way Ochieng(2014) examined strategies head teachers employ to enhance retention in primary institutions and established that peer and academic counselling, games and clubs, normal class size and gender appropriate facilities improve retention. Anekeya(2014) assessed school initiated strategies to ensure quality and retention in primary schools, and Njoki (2013) looked at effectiveness of NGO's sponsorship in enhancing learner retention.

The constitution of Kenya 2010 advocates for free, accessible, quality and compulsory primary and secondary education for all children. This implies that Narok County may not benefit on their educational rights with low retention rates. In addition, Kenya's vision 2030 and international goals for education SDGs 4 (to ensure inclusive and equitable quality education and promote life-long learning opportunities for all) will not be achieved. The dropout learners will engage in crime, drug abuse, idleness, child labour, married off at young age, etc. The study aimed at exploring strategies of

enhancing retention in public primary schools. The uniqueness of the study was that it was done in an ASAL area of Narok County and in a primary school setting. This study focused on identifying and examining the use of existing strategies that enhance retention of learners towards completion of eight years course in primary school.

#### **1.4 Purpose of the Study**

The purpose of this study was to explore strategies that enhance retention among primary school pupils in Narok County.

#### **1.5 Objectives of the Study**

1. To identify the existing strategies for enhancing retention in the selected public primary schools in Narok County; Kenya
2. To explore the usefulness of existing strategies and programmes in enhancing retention in the selected public primary schools in Narok County; Kenya
3. To establish challenges faced by primary school head teachers, class teachers and pupils in the implementation of retention strategies in the selected public primary schools in Narok County; Kenya
4. To come up with suggestions from head teachers, class teachers and learners, on strategies that can enhance retention among primary school pupils in the selected public primary schools in Narok County; Kenya

## **1.6 Research Questions**

The research questions were derived from the objectives of the study. The research questions that guided the study were:

1. What are the existing strategies for enhancing retention in the selected public primary schools in Narok County; Kenya?
2. How useful are the existing strategies and programmes in enhancing retention in the selected public primary schools in Narok County; Kenya?
3. What challenges do primary school head teachers, class teachers and their pupils face in the implementation of retention strategies in selected public primary schools in Narok County; Kenya?
4. What are the suggestions of head teachers, class teachers and learners, on strategies that enhance retention in the selected public primary schools in Narok County; Kenya

## **1.7 Significance of the Study**

The findings of this study will be significant to the Ministry of Education, stakeholders, curriculum developers, policy makers, scholars and learners. They will come up with policies on retention and policy recommendations to safeguard the rights and welfare of children from early childhood to adolescence, policy makers will be provided with information of aspects that contributes to pupils' dropout and make interventions necessary. Pupils will benefit since the high retention rate will influence completion of the eight-year cycle program that will enhance high achievement. This study energized

efforts towards school transformation and prevention of school dropout hence promotes pupil retention for the purpose of high completion rates. It will increase the attainment of UPE, EFA and SDGs number 4, which is to ensure inclusive, and equitable quality education and promote life-long learning opportunities for all. Finally, the research revealed areas that need further research.

### **1.8 Justification of the Study**

Admission and low retention of learners in schools is still standing as a global challenge mostly in the marginalised groups and in the pastoral community where Narok County is one of them. Statistics from Narok County Education office shows that there is low retention in the County.

A nation's future prosperity lies in education of its people; hence, there is a need for the government to provide a firm educational foundation that will ensure the attainment of quality education for its entire citizen.

This research is timely as more importantly mentioned that the said Kenyan government's strategies: School Feeding Program and Free Primary Education have somehow not been quite effective since retention rate remains low hence the need to shop for suggestions for more robust and effective strategies which houses objective four of this study. The findings will benefit the government as a whole through the ministry of Education, other stakeholders will also benefit. Therefore, this study sought to investigate the strategies that enhance retention in public primary school.

### **1.9 Scope/Delimitation of the Study**

The study was carried out in Narok County because of its low retention rate in primary schools. The study focused on strategies for enhancing retention in the selected public primary schools in Narok County, specifically focusing on Free Primary Education and School Feeding Programs in relation to retention rates, identification of existing strategies in the ground and examine whether the available strategies enhances retention, how the learners benefit, challenges they face and suggestions from head teachers, class teachers and learners on strategies that can enhance retention rates among primary school pupils. Data was generated through semi-structured interviews and focused group discussions using multiple-case study design.

The study focused on selected public primary schools in Narok County because of the prior information of low retention from the County Education Office, Education stakeholders and Chief's meetings. There are many public primary schools in Narok County but only those selected were used to generate data because of their rich information.

### **1.10 Limitations of the Study**

White et al. (2005) argued that limitations are inherent in both qualitative and quantitative studies, while Du Plooy-Cilliers, Davis and Bezuidenhout (2014) states that limitations are “constraints or limits which there searcher is aware of but cannot do anything to address those constraints”.

Security was a limitation because of the topography of Narok County, which is surrounded by the forest where wild animals live, and was a threat to the researcher. The researcher overcame it by using motorbike to the selected schools with a research assistant from the local area.

The head teacher in one of the schools refused to participate as she was very busy and her pupils were busy with class work and had no time to waste even during break and games time. The researcher overcame this barrier by selecting another school with the same characteristics.

Some participants were uncooperative during the interview. This was dealt with by clarifying to the participants the significance of the study before generating and seeking participants' consent for voluntary participation in the study.

### **1.11 Assumptions of the Study**

The study assumed that:

- All participants (head teachers, class teachers and pupils provided accurate information on learner-friendly strategies that were to curb dropouts.
- All participants had the knowledge on strategies that enhance retention rate in schools.
- All participants were available for the study and provided accurate information.



### **1.12 Theoretical Framework**

The study used Tinto's theory of retention. Vincent Tinto developed the theory in 1993. He came up with three major sources of student departure namely: academic difficulties, the inability of individuals to resolve their professional and educational goals, and their failure to stay assimilated in the academic and social being of the institution. His theory states that, "to persist, students want integration into formal academic performance, an informal faculty/staff interactions academic systems and formal extracurricular activities and informal group interactions".

Tinto discussed values of effective retention; by the Institutional Commitment to Students where the institutions should be committed to student by putting their welfare as a priority head of other institutional aims, Educational commitment to the effective retention programs to all learners, Social and Intellectual Community for the progress of helpful communal and instructive societies in which all learners are combined as capable participants, Values of Active Implementation where the schools offer funds for program expansion and reinforcements for program involvement to all so that they feel as they belong to that programme, the schools to prioritize long-term programs and also have at heart ownership of the institution. Institutions to front load their efforts on behalf of learners' retention. He discussed on transition support, academic participation and support, early interaction and communal building, monitoring and early warning, counselling and advising which enhances learners' retention in schools.

As used in this study, this theory holds that if the different programmes like School Feeding, Free Primary Education, provision of sanitary towels, rehabilitation and mobile schools are effective and well maintained, they will enhance retention rates in schools through good performance, high enrolment and attendance, high achievement rates will be seen and high percentage of completion rate will be prevalent. Institutions should monitor and assess the programs to be in use and be committed to these programmes and implement the ones which are not functioning for the wellbeing of learners to enhance retention. If they are not effective, learners will drop out of school hence low retention rates.

The institutions should initiate long-term programmes like having a farm for growing kitchen foods and even keeping poultry for the supply of eggs for proteins. Good school programmes allow pupils to work together and they eventually develop holistically, intellectually, mentally, socially, morally, spiritually and physically. When learners' interest is not catered for, then low retention rate will be prevalent, wastage will go up, high dropout and repetition will be rampant.

The community should be involved to come in for labour like in preparing meals for learners, others to work as security guards in school and the community to donate land for school building to feel the ownership of the programme. The government to increase funds and have good infrastructure so that learners should not drop out of school. Guidance and counselling to be incorporated in assisting the learners with social and academic challenges.

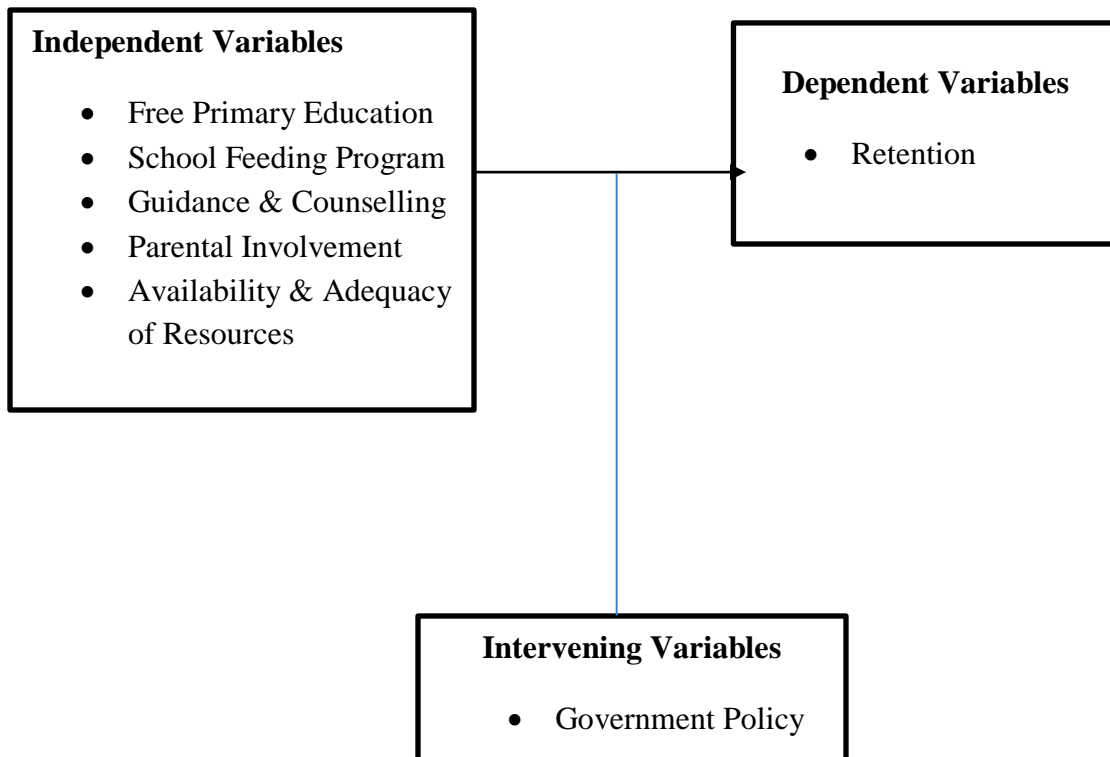
### **1.13 Conceptual Framework**

Miles and Huberman (1984) describe the conceptual framework as the present form of the investigator's plan of the area being explored. In addition, Maxwell (1996) states that conceptual framework are systems of ideas, expectations, beliefs and models that notify someone's study. It guides on the right questions to ask in a standard setting and order in which they should be asked.

Tinto discusses on long-term programs and implementation of the existing programs in enhancing retention. If long-term programs are embraced in institutions, then there will be low dropping out of learners from schools leading to high completion rates. Implementation of School Feeding Programs (SFP) and Free Primary Education (FPE) in schools contributes positively to retention of pupils in schools, especially when there is adequacy of teachers, enough infrastructural facilities like classrooms, support from stakeholders like parental support, government involvement by providing more funds and school curriculum (Ruto, Mugo, & Kipserem, 2010b). The existing strategies assume that those who are in school do not drop out hence enhancing retention. SFP and FPE may influence retention either positively or negatively.

In this study, the investigator explored the strategies that enhance retention in public primary schools in Narok County. The government has provided Free Primary Education in all public primary schools and feeding programs in ASAL regions, like in Narok County where there is low retention rate. This begs the question that what could be the cause of low retention in Narok County even though the government has chipped in by the provision of FPE and SFP? Could it be that SFP and FPE are not implemented? The

researcher explored and examined if the said strategies enhanced retention, why then there is low retention rate in that community where drop out is rampant and what could be done to curb the drop out so that the learners will be able to complete eight years in primary and have a smooth transition to post-primary school. Therefore, if the strategies are implemented and they suggest of more strategies which are not in place to be incorporated, then there will be high retention rates of learners, low drop outs, high completion rates, few absentees, high enrolment and high attendance which will increase the literacy level in that community. Hence, the following is the conceptual framework, figure 1.1



**Public School:** Is an institution where the government gives financial support. Tuition is paid for education but relatively lower compared to other types of schools.

**Primary education:** It is the basic education, which is formal, and it accommodates children from 6-13 years in the school structure, which takes eight years.

**Strategies:** A strategy is a plan that is anticipated to attain something over an elongated period. In this study, they refer to the various services the government provides in order to seize the learners' attention in class or to keep learners in school until completion of the course.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section of the study reviews the literature on primary education and retention globally, regionally and locally. It identified and explored different strategies available for enhancing retention, examined the usefulness of available strategies, challenges faced on the implementation of the said strategies and came up with suggestions from head teachers, teachers and learners on strategies that can enhance retention rates.

This chapter covered literature review on the strategies for enhancing retention among public primary schools. Several numbers of publications, unpublished thesis, research reports, business journals, textbooks, thesis and periodicals that are related to the topic were reviewed. To shed light on what the topic entails, the researcher conducted a critique of previous authors and identified the research gaps. Thereafter a summary was done to show how unique the study was.

#### **2.1 Global Studies on Strategies for Enhancing Retention**

These are past studies that have been done related to the current study and it is arranged starting from global, regional and local studies.

Education is diversity and lasting peace, the heart of all developments, a fundamental right of every person, the pre-requisite for equity(Torres, 2000). Education has been

known to be the central element in social and economic development. “The high levels of learner drop-outs at primary level remain the milestones of journey through school education”(Hussain, Salfi, & Mahmood, 2011).

Republic of Kenya and Orodho (2014) reports that there is a challenge of “attaining quality education for all children and youth in marginalized groups” such as in informal urban settlements and Arid and Semi-Arid Lands (ASAL). Factors influencing low retention in schools include: overcrowding in schools, high pupils teacher ratio (PTR) in densely populated areas, high cost of special equipment for special needs, inadequate community support, genders and regional disparities, high number of orphans as a result of HIV/AIDs (UNESCO 2012).

Strategies to improve retention globally include Millennium Development Goals (MDGs), Universal Primary Education (UPE) and Sustainable development Goals (SDGs). Strategies for improving retention rates in Kenya include Child-Friendly Schools (CFS), Early Childhood Development Education (ECDE), improvement of school infrastructure, School Feeding Programs (SFP), Provision of teaching and learning resources and Free Primary Education(Omondi, n.d.).

Studies show that student fulfilment has influence on student inspiration and student retention. Institutions can entice and maintain excellence of learners by finding and gathering learners’ wants and anticipations. It is vital for institutions to classify and convey what is significant to learners and in reply ;institutions should reciprocate their assurance to learner fulfilment through mission reports, objectives, advertising plans, and



promotional systems (Elliott and Shin, 2002b), hence the more dedicated learners' are to the educational institution, the greater the determination and assurance, and thus the lesser the drop out and transference rates. It is believed that this model is of great assistance to the administrators in good management and conceptualizing of admissions and retaining of students in their institutions.

Numerous studies done in the United States of America (U.S.A.) in 35 developing countries revealed out that school factor is leading to school dropout in primary education system (Policy & Center, 2009). The school factors include: lack of stimulation and pupil support, economic burdens and societal process like abuse of drugs, teen pregnancies. The lasting solution is to ensure the learners stay in school and get excellent results and better education (Bindé & Matsuura, 2005). Academic support, student engagement, and faculty interaction in the classroom will help in keeping students on track to graduate. The effective student support services can create a measurable, significant, positive impact on student retention and graduation rates across the institution (Sá & Sabzalieva, 2016).

Global Context of School Dropouts UNESCO (2012) reports that "The world has just a few short years to make good on the promise to fulfill every child's right to primary education by 2015. ...School systems are reaching more children but losing them due to inefficiencies, which lead to early school leaving". It is far more hard and expensive to reach kids once they leave school than to address the obstacles and bottlenecks in the systems (Daniel, 2012).

Study on Education for Sustainable Development reports that Global Action Program (GAP), United Nations Educational, Scientific and Cultural Organization (UNESCO) and Education for Sustainable Development (ESD) are aiming towards expanding successful projects by involving more schools and institutions in ESD(Laurie, Nonoyama-Tarumi, Mckeown, & Hopkins, 2016b).

Global education which was initiated and launched by Ban. Ki-moon focused on the following priorities: putting every child in school regardless of gender, background or circumstance to have equal access to education, improving quality of learning because many young people graduate without skills and tools for the current job market and fostering global citizenship by empowering youth for better future in this world (Ki-moon, 2012). ESD stimulates learners to ask questions, have critical thinking, analyze and make decisions. It has moved from teacher centered to learners centered where learners are involved in the learning process, participatory learning is used rather than rote memorization(UNESCO,2012a).

Commission for Africa (2005 as cited in King (2007) argues that the Millennium Development Goals (MDGs) are achievable through huge determined investment programs in infrastructure, rural-urban expansion, external direct investment and increase levels of foreign help hence it will help in raising school enrolment. The MDGs, SDGs, ESD should try their best to achieve the goals which were not achieved in order to enhance retention globally.

A study in India and China on Global primary enrolment found out that over the last 50 years, there was a tremendous progress in access to primary education and high enrolment rates were seen. China had 132 million learners in primary schools while India had enrolment rose from 19.3 million to 109 million (GOI 2000 as cited in Rao et al., 2003). As much as there was a high enrolment rate, still the study found high primary dropout rate of 25% in India due to cultural beliefs on effective teaching and learning and educational practice but China had a higher primary school completion rate because of clear good teaching methods and student involvement in a more efficient primary education system (Rao, Cheng, & Narain, 2003). China has achieved UPE.

UNESCO (2010) reports that Ghana has a steady decline regarding low dropouts in schools since the launch of education improvements in 1987. Programs like free fee policy and School Feeding Programs which are still working helped in retaining learners in school. The study revealed that school factors that led to learner dropout of school include: punishments, poor teacher-pupil relationship, inadequate of functional pupil support structures, overcrowding, poor teacher attitude and poor performance. It also revealed that pupils drop out of school due to fear of class teachers, corporal punishments, negative attitude of some teachers to pupils, absence or non-functional career guidance office, grade repetition, poor performance and overcrowded classes. According to my view, implementation should be done to the strategies, which are not working.

A study done in England on student retention in higher education on the role of institutional habitus, revealed that external pressures created by the student funding mechanisms for Higher Education(HE) in England, and the resultant pressure on students are high(Thomas, 2002a). The study argued that the notion of an institutional habitus that is accepting of difference, and which facilitates a greater match with the familial habitus of students from different social and cultural backgrounds goes some way to explain higher rates of student retention in some widening participation institutions compared to others. The paper concluded by reviewing the utility of the concept of institutional habitus in relation to student retention, identifying the characteristics of an institutional habitus that promotes participation and success by students from 'non-traditional' backgrounds, and using this to make tentative recommendations for institutional policy and practice.

The institutional habitus helps to determine the way in which difference/change is dealt with, and thus the way students encounter difference for the first time they reach in the institution. Institutional habitus' is useful when exploring student persistence and success; it is also useful to identify the characteristics of an institutional habitus that promotes access and retention of students from lower socio-economic groups. The identified characteristics of this study include: staff attitudes and relationships with students, which minimize the social and academic distance between them, and enable students to feel valued and more confident to seek guidance when they are in need. This study differs with the current study in that it sought to find out student retention in higher

education on the role of institutional habitus and was done in a university while the current study was done in primary schools.

A study done in Pakistan on Causes of Students' Dropout at Primary Level, revealed out that parents' lack of interest on the education of their kids, challenging syllabus, poor health, distance from home to school, educator's strict behavior, poverty, inadequate facilities and extra homework leads to low retention (Hussain et al., 2011). The study looked at the causes of high dropout rate and revealed out that "administrative factors, curriculum related factors, teacher-related factors, educational environment-related factors, economic factors, physical factors and geographical factors" influenced dropouts. Financial causes' was the main cause of high wastage whereas the administrative issues were a slightest cause of high wastage in Pakistan.

The study revealed that school dropout is associated with many factors that belong to the individual, such as malnutrition, poverty and child labour. Teacher's absenteeism, school position and poor provision of quality education led to low retention. This study is of more help to the current study but it was done in Pakistan while the current study was done in Kenya.

A study done at USA on Millennium Development Goals (MDGs) and found out that Africa was the only continent, which will not be on track to meet any of the MDGs goals by 2015. This is because Africa is behind in development to achieve the MDGs and has many challenges, which hinder it from attaining those goals. Some of the challenges

include: HIV & Aids epidemic, malaria, shortage of food output per person, deteriorating shelter conditions, environmental degradation (Easterly, 2009). MDGs had seven goals where the current study discussed on goal 2, which is to attain universal primary enrollment, it stated that 100% primary completion rates by 2015, which was not accomplished. Still, Africa fails to meet the second goal of MDGs because it started with the lowest initial primary admission and completion.

A study by Hadley (2010) on primary school dropout rates of Sub-Saharan Africa revealed that the region has the highest dropout rate, which rose from 40% to 42% between 1999 and 2009. Which means that more than two in five children who enroll in grade one will not complete primary education. Chad had the highest dropout rates of (72%), Uganda (68%) and Angola (68%), In contrast, dropout rates were lowest in Mauritius (2%) and Botswana (7%).

According to Hungi et al (2014) in a study in Eastern and Southern African Region, found out that age of a learner when joining school is an important factor. In developed countries, older learners perform better than their young colleagues do while in the developing countries especially Africa is the opposite where young learners perform better than older learners thus making them to drop out of school because they are not performers (UNICEF, 2016).

A study on factors affecting primary school enrollment and retention of pupils in Uganda found out that culture-related factors like negative attitude to schooling, engagement in

domestic work, pastoral lifestyle, strong cultural beliefs and ecological factors influenced dropout of learners from school (Namukwaya & Kibirige,2014). This study is relevant to the current study but the difference is that the current study was done in Kenya while the other one was done in Uganda.

Kenya has made great progress to curb dropouts by the provision of Free Primary Education (FPE) and Free Day Secondary School Education (FDSE), in spite of the improvement that has been made, 58 million kids of primary 6-11 years are out of school worldwide, of which half of them are in Sub-Sahara Africa. If present trends go on, then 43% of learners of which 15 million females and 10 million males will never set foot in school. The study revealed out that 30 million Out Of School Children (OOSC) in Sub-Saharan Africa will never step a foot in class if present trends stays. The study reports that, 58 million children are out of school worldwide of which 1.2 million live in Kenya (EMIS(2014). Kenya is ranked the eighth highest country with OOSC in the world (EFA GMR, 2013). UNICEF in 2016 launched Kenya's operation Come-to-School that aimed at reducing numbers of Kenya's OOSC.

Majority of OOSC are from arid and semi-arid regions, children with disabilities, girls, adolescents and those living in informal urban settlements and rural contexts. Gender inequalities is pronounced through adolescence and is more in girls who drop out of school in grade 7 being 81%, this is because of their vulnerability to violence, harmful cultural practices like Female Genital Mutilation (FGM), child marriages and early pregnancies (ROKMOE, 2018).

A study on micro-factors that hinders education access, retention and completion of primary school found out that when children join school late, walk long distances to and from school, absenteeism and temporary drop out, drought, lack of food, lack of strictness and proper monitoring in schools mostly during opening weeks and after mid-term led to drop out. It revealed out that parents were forced to pay indirect fee e.g. examinations and tests, teacher salary those employed by Parents Teachers Association, tuition fee, school feeding costs, stationary costs, desks and basic uniform, all those contributed to learners to leave school (Ruto, Mugo, et al., 2010b). The study used mixed method approach with questionnaires and interviews while the current study is different since it is a qualitative study using multiple-case study design with interviews and focused group discussion for data generation.

Study on the influence of home-based factors on dropouts' rates of learners in secondary public schools found out that early marriages and teen pregnancy led to school dropouts with 88%. Drugs, peer influence, lack of school fees, lack of parental guidance, lack of encouragement at home and discrimination at home also encouraged drop out leading to low retention (Tikoko & Sigei,2012). This study is relevant to the current study but it was done in public secondary school while the current study was done in public primary schools.

Bonaya looked at factors influencing retention of pupils in public primary school and found out that availability of food influenced retention, during hunger season the school experienced absenteeism as the schools are located very far from home so the pupils were



not able to walk long distances on an empty stomach. The study revealed that lack of food led to early marriages, pregnancies and prostitution, lack of food affected retention levels of learners in school hence dropout, truancy and malnutrition increased, lack of income at households levels made pupils to engage in other activities to earn income leaving out studying hence dropping out, conflicts over pastures affected pupils' retention level and finally drought made households unable to pay for fees causing low enrollment in schools (Diba, 2015b).

According to Bonaya (2014) primary education is crucial in the accomplishment of nation-wide growth and admission to primary schools that have been acknowledged as a basic human right for over half a century, hence the Kenyan government embraced the policy of Free Primary Education (FPE) in 2003 which led to the increment of enrolment rate to 104% across the country, however 1.8 million kids are not in school. It is mostly serious in the Arid and Semi-Arid Land (ASAL) of Kenya(Diba, 2015a).This study is similar to the current study in that the context is different and the methods of data collection differs with the design where the current study employed multiple-case study design while the other study used descriptive survey design.

A study done by Macharia (2011) on determinants of low access and retention in primary schools found out that social economic, social-cultural and school-based factors lead to low retention rate and low achievements of Universal Primary Education (U.P.E). The study revealed out that more girls drop out of school than boys due to early pregnancy and marriage, social-economic factors like separation/divorce, family conflicts, irresponsible parents, drug abuse, parents level of education, hidden cost of education led

to pupils drop out of school before completion. The study used questionnaires, interviews and focused group discussion. This study is of more help to the current study but the difference is the context as it was done in Mathioya and the current study was done in Narok County and the researcher used a qualitative approach with a multiple case study design to get in-depth information from the participants. The current study adopted interview guide and focused group discussion to get opinion from participants.

Gichohi found out that teacher-pupil's ratio influence retention, teacher inadequate affects retention, teacher pupil ration was found to be 1:50, which was too large for one teacher hence causing some pupils to move to other schools and others opt to drop out from school. The study also found that inadequate of teaching and learning resources affects learning process and concentration of pupils causing low retention and drop out of learners from school.

Physical resources such as lack of school library, unstandardized toilets that cause an outbreak of diseases affects retention rate. Teachers' low commitment towards good learning also affects retention of learners (Gichohi,2014). The study used survey research design, questionnaire and interview guide. The current study differs as it was done in Narok County and the researcher employed a qualitative approach by using interviews and focused group discussion.

A study done in Kenya by Ingosi on the NGOs and their effects on retention of orphaned and vulnerable children in secondary schools revealed that NGOs is cost-effective

because it enables schools to serve more learners hence high retention rate. It reduced discrimination, it is sustainable as it builds capacity of the community to identify Orphaned and Vulnerable Children (OVC) and find resources to assist them, it increases involvement of parents, caregivers and community in supporting Education for All (Ingosi, 2013). The study used descriptive survey, questionnaires, interviews, focused group discussion and document analysis. The focus of this study was in secondary school focusing on NGOs and their effects on retention on (OVC) but the current study focused on strategies for enhancing retention rates in public primary schools.

A study by Njoki on the effectiveness of NGOs sponsorship in enhancing learner retention revealed that NGOs came in to help pay school fees where parents are unable to cater for their children's education due to poverty. NGOs are effective in enhancing accessibility to education hence encouraging high retention on learners and bright future with education, which leads to low dropout rates. The study discussed the social-cultural practices that hinder learning like cattle rustling, nomadism, traditional dances and initiation ceremonies. NGOs sponsorship in education enhanced accessibility, retention and completion rates (Njoki 2013). This study differs with the current study in that the current study was on retention rates generally in public primary schools.

Nthiga (2014) investigated on how parental involvement and learners' sponsorship in education enhance retention rate in secondary schools in Embakasi. The study revealed that there was a positive support from parents to school administration, parents, contributed to learners' activities, supported school disciplinary measures and they

supported the academic needs of their children. Under discipline, the study found that behavioural problems led to expulsion and punishments. In addition, parents did not notify the school administrators when their children miss classes. The study is helpful to the current study. However, the limiting factor is that the study was conducted in a secondary school unlike this study, which was carried out in public primary schools.

(Ochieng, 2014b) sought to find out strategies head teachers employ to improve retention. The study used descriptive survey design, interview schedule and questionnaires in collecting data. It revealed out that, unemployed educated family members, death of both or one parent and movement of parents led to drop out in primary schools. The study found out that the following strategies enhance retention: games and clubs, peer counselling, academic counselling, gender appropriate facilities, normal class size, gender balance staff and School Feeding Programmes. The study is relevant to the current study although the current study was to assess the strategies that enhance retention rate in Narok County mainly exploring the School Feeding Programmes and Free Primary Education. The current study employed Interview Guide and Focused Group Discussion in the generation of data.

## **2.2 Examining the use of Existing Strategies in Enhancing Retention**

There are different strategies provided by the government, which help in Access and Retention of learners. These include: School Feeding Program (SFP), Free Primary

Education (FPE), Mobile schools, Rescue Homes or Rehabilitation Centres and Sanitary towels to girl child. This study mainly looked at SFP and FPE.

### **2.2.1 Effectiveness/Usefulness of Feeding Programmes and Retention**

A study done in Greece on Perceptions of parents and children, participating in a school-based feeding programme by Dalma et al. (2016a) revealed that School Feeding Programmes (SFP) benefits underprivileged children by relieving hunger, minimizing micronutrient deficiencies, promoting of physical growth and health status and also high school attendance. The study used purely qualitative approach with focused group discussion in collecting data from parents and pupils. The programme has a positive social and financial impact on underprivileged children and their families (FAO, 2015). It also helps in promotion of health eating, avoids stigma as all learners receive the meals regardless of their social economic status and promotion of team spirit. The study is of help to the current research but the research was done in Greece while the current one was done in Kenya.

A case study done in Ghana on the effects of the National School Feeding Programme on pupils' enrolment, attendance and retention revealed that the programme implementation contributed to high enrolment rates and consistent school attendance in the study. SFP contributed to the decrease in school dropout rate in the institution. The operation of the programme improved pupils' retention in school as compared to the period before the introduction of the programme. The study found a strong linkage between the implementation of school feeding programmes and pupils' retention in schools. The

programme brought more increases in enrolment figure and consistent school attendance. When the programme is well maintained, it helps in bridging the rural-urban literacy gaps, improving rural educational infrastructure, and ultimately reduce rural poverty levels in the country. The study is helpful to the current study but the difference is the context of the study.

Bangladesh's School Feeding Programme in Poverty-Prone Areas by Lindow(n.d.) studied on how to reduce under nutrition among women and children of five years and below, increase children's access to pre-primary and primary education and enhancing nationally owned safety-net programmes in addressing hunger and household food. The study revealed out that feeding programs reduced dropout rate. The study used quantitative method, survey design and longitudinal data collection by use of interviews and questionnaires. The government provides nutritious balanced meals, which include school meals, snacks and take home ratios. They have income generating activities like growing of vegetables in the school gardens. The SFP are monitored annually, there is a strong community engagement of providing important entry point for sustainability. The study focused on assessing the cost, cost efficiency and cost effectiveness of SFP. It discussed on the standardized nutritional content of meals, more standardize hygiene practices in the kitchen to ensure better food safety and educating women in hygiene and nutrition. It also looked on the involvement of private sector for food fortification and the commitment of Bangladesh government on SFP (Gelli & Suwa, 2014). The current study is different because it is a qualitative study while the other one is a quantitative; also, the study was done in Bangladesh while the current study was done in Kenya.

A study done in Nigeria on the Effects of School Feeding Programme on Enrolment and Performance revealed that School Feeding Programme is a critical intervention that has tremendous education benefits. It improved the enrolment and performance of pupils and improved their retention. It also encouraged the completion of elementary education. School Feeding was not a new idea in Nigeria, since The Basic Education Commission (UBE) Act of 2004 was providing a meal for pupils on a daily basis, but it didn't actualize (Taylor & Ogbogu, 2016). The difference of the current study is the context as it was done in Kenya while the other one was done in Nigeria.

Wekesa's study on feeding program reveals that provision of meals in schools helps in high enrolment hence high retention rate. Feeding programs enable hundreds of millions of children who come from poor background worldwide to attend school in both the developed and developing countries (USAID & WFP, 2004). Apart from enabling education, school feeding also has a positive direct and indirect benefits relating to a number of development goals namely gender parity, poverty and hunger reduction, partnerships and cooperation, HIV/AIDS care and prevention and improvements in health World Food Programme (WFP), (Mitchell & Leturque, 2011).

The study found out that schools received food in terms of money or dry food for the School Feeding Programme (SFP), but the government sometimes was delaying the disbursement of food to the affected schools. Pupils indicated at least 80% of food provided was of good quality and a good per cent of children did not face challenges of sickness. The head teachers viewed that school-feeding act as an incentive for children to

attend school on a daily basis to receive a meal, hence, the best way of retaining children in school to attain high completion rates. The study further revealed that community involvement influenced the feeding programs whereby it influenced pupils' retention rates in most public primary schools. The study was done in Garrissa while the current one was done in Narok County

### **2.2.2 Effectiveness/Usefulness of Free Primary Education and Retention**

Ruff (2016)) looked at Impacts of Retention, Expenditures, and Class Size on Primary School Completion in Sub-Saharan Africa, the study revealed that expenditures, pupil-teacher ratio, and retention are viable mechanisms to influence primary school completion, mainly in Sub-Saharan Africa. Increases in educational expenditures can result in more opportunities being available to school districts to hire more teachers and at a higher rate, which can result in more teachers that are qualified and led to higher completion rates. Expenditures influenced completion directly through greater access to education, especially for those typically denied access due to socio-economic factors. Lower pupil-teacher ratios allowed teachers to increase individualized attention and structural support for students in need, learners with special needs were catered for fully. The study found out that retention had a significant negative direct and indirect relationship with student primary school completion, indicating that student retention across Sub-Saharan African nations is moderately associated with students failing to complete primary school. Effects of pupil-teacher ratios indicated that as the number of students per teacher increases, the likelihood of primary school completion for students goes down. Expenditure variables were found to be insignificant. Expenditures had a



moderate, negative association with pupil-teacher ratio (as expenditures go up, teachers face larger classrooms).

“It is possible that, in countries with FPE/UPE policies, increases in expenditures are dedicated to increasing educational access for children who have been denied those opportunities in the past”. This process increased enrolment in primary schools and placed additional instructional burdens upon teachers. Pike, Kuh, McCormic, Ethington and Smart, (2011) found this same type of indirect relationship when investigating student achievement. If total class enrolment is held constant while expenditures rise, and if completion rates increase, then expenditure likely represents an increase in quality.

The introduction of Free Primary Education in sub-Saharan Africa by Abby revealed that access to schooling could be achieved by construction of more schools, not charging parents examination fee and buying of uniforms, supplying instructional materials and hiring more teachers. However, access to quality education keeps learners in schools to which they have increased access. Except quality is taken care of from the starting point, high admission rates will not essentially lead to an educated population. The study reports that in all the five countries i.e. Kenya, Uganda, Tanzania, Zambia and Malawi revealed that the Governments depended on external finance for funding FPE. Also HIV/AIDS affected FPE in all the five countries (Riddell, 2003).

Nancy on her study on FPE in Malawi used semi structured and unstructured interviews, focused group discussion and qualitative approach to get her findings. The study revealed

out that increase in enrolment, attendance and completion rates was attributed to FPE. FPE has prospered in changing associations of power and authority in many communities, government, market and global forces. It fuelled the neoliberalization of schooling system by privatization, removed responsibilities away from national and opened fresh spaces for societies and institutions to be involved in educational delivery. FPE also fuelled a neoliberal change of relationships of rule and authority amid societies and nationwide and global government bodies and marketplaces. Global discourses of development and policy are effective powers in the collections that form FPE (Hart, 2002) as cited in(Kendall, 2007). The study reports that FPE to some extent did not develop people's lives, the political democratization policy and funding the legitimacy of globalized EFA were not realized(Kendall,2007a).

Providing basic education for all in Africa an article by Munene revealed that enrolment in primary schools would never be achieved 100%. In both 1990 and 2000 Conferences on EFA and governments, placed more interest on access for education but not much on learning, it is also same as the United Nations Millennium Development Goals (MDG) goal 2 on Universal Primary Education and goal 3 which is on gender quality in education by 2015 had to lay much emphasis on increase access to school rather than on the learning outcomes of the learners. It revealed that females tend to be most disadvantaged when it comes to access and retention in primary schools than their male counterparts(Munene, 2015).

Lucas and Mbiti (2012) did studies on access and retention rate in Kenya, their studies found out that economic condition, social cultural factors, pupils' behaviour and pedagogical conditions influence retention rate either positively or negatively. Mathu (2016a) revealed that Free Primary Education (FPE) contributes to progressing of pupils from one class to the next one. Also provision of physical facilities like classrooms, toilets, water, electricity, school gardens, and playground ensure comfort during school time and enhance retention of pupils. FPE helps in reducing burden on parents on paying fees for their children, which used to hinder retention. It clearly shows that if FPE funds are disbursed in advance there will be high enrolment and attendance.

### **2.3 Challenges Facing the Implementation of Retention Strategies Free Primary Education (FPE) and School Feeding Program (SFP)**

Study done in Greece found the following challenges in relation to feeding programmes: economic problems, inadequate time in making meals and learners refusal to eat health foods. Constraints was a common barrier for preparing health meals (Dalma et al., 2016b)

Study by Abby on FPE found the following challenges on the five countries studied i.e. Kenya, Uganda, Tanzania, Zambia and Malawi which covered development of educational aspects, curriculum relevance, examination appropriateness system for recognizing realization and allowing selection for post-primary schooling, community involvement, economic managing, management, tutor instruction, production of textbooks and distribution, school healthiness and nutrition, getting the marginalized and more underprivileged, language policy, checking and assessment.

The study found out that deterioration of pupil, teacher, loss of state vision, and parental relationships, exploitation, school and staff politicization, decay in “respect for authority” rise in learning admission, weakening in worth education for the unfortunate (rise in private education for the rich), failure in institutions and national communication, weakening in instructor professionalism, drop in the value of education and “being educated” Little works; learned people are “just sitting” high demands on learners and their parents for work inputs (Kendall, 2007b).

Hunt (2009) and Hungi et al (2014) reports that age of a learner when joining school is an important factor. Child truancy encourages low retention in schools. In developed countries, older learners perform better than their young colleagues while in the developing countries especially Africa is the opposite where young learners perform better than older learners thus making them to drop out of school because they are not performers, (Friedman & Waters, 2016). Ochieng, (2014) revealed out that learners drop out of school due to household based factors like negligence from their parents and teachers as well as poverty.

According to Muthanje(2015), Davis and Dupper(2004) over-age learners has a bad relationship with their teachers since they ignore punishment and any discipline given as they feel that they are mature enough. The study also revealed out that absence of motivation from parents and the community at large, poor relationship between teachers,

social-economic causes, too much work in classes, parental negligence, parents not participating in their kids' education, pupils and their parents encourage dropouts.

#### **2.4 Suggested Strategies that enhance Retention Rate**

A study on impact of students' retention strategies in USA came up with recommendations for future research because the results showed that retention strategies alone had less effect on a learner's choice to stay in the course. Student's individual differences had an important effect on retaining learners. The crucial aim is to determine features of productive and unproductive online learners. The information on online courses helped learners to make improved resolutions concerning the choice to register in online courses and total of courses that are rational to be done on each term. Learners lose tuition fee, postponement of graduation and most of them do not complete their courses (Tinto, 2017). The study further identified that it is suitable for trainers in developing knowledge and motivational events and for mentors in providing improved quality guidance and supervision for online learners. The administrators used the information in setting policies to maximize students' potential for success.

It recommended modification to the chosen retention strategies, e.g. students to make use of email ways of communication like net conferences to increase communication and offer one on one contact to community followers. Improving retention was helpful in strategically directing efforts to yield more benefits to all parties. The study revealed that more students withdrew because of intensive workload e.g. overwhelming email messages reading, more course assignments and online discussion (Mayo, 2015).

Workload was a consistent reason for online course dissatisfaction(Gregory & Lodge 2015).

A study done in England on student retention in higher education on the role of institutional habitus, found the following recommendations which were to make students to stay in the schools(Didi-Huberman, 2005)i.e. by making poverty reduction policies and actions, teachers to be trained in relation to the learners' thinking, outlawing physical punishment in institutions, parents to be enlightened on the importance of education, improving training and curriculums, improving instructional materials, building a conducive school environment, confirming learners to have a strong relationship between themselves and their teachers, communication between parents and schools to be improved and finally the school to cater for the requirements of different students (Thomas, 2002b).

A study done in Pakistan on Causes of Students' Dropout at Primary Level, Hussain et al.(2011), found out that, building more pre-primary centres, manageable schooling hours and systems, Involuntary upgrade, Language of instruction, Multi-grade and multi-age teaching approaches, Accessibility of secondary school chances, Monitoring, Accountability and motivations, Donation of free textbooks and School feeding programmes. Monetary Measures include: Provisional cash support - food for education, freecapitation in schools, Access to credit and Scholarship programmes. Additional strategies include: Community participation, Health involvements, Adult training programmes and other forms of educational provision like NGOs.

A study done in Ghana recommends that rural community members to be educated on the importance of the programme so as to encourage their full support for the programme operation (Yendaw & Dayour, 2015).

According to UNICEF, Beyabeyen, Alemu and Edema, (2016) learners to be provided with a conducive learning environment with adequate teaching and learning resources like textbooks, clubs and social facilities around the school, gender of children in a family and achievement level enhance retention. Lawson (2012) indicates that consistent supply of all meals in School Feeding Programs influences high admissions of pupils until completion of school program.

Ingosiand Njoki(2013) did studies on Non-Governmental Organizations (NGOs) support services and their effects on retention of Orphaned and Vulnerable Children (OVC) and effectiveness of NGOs sponsorship in enhancing learner retention respectively. They recommended the following: the government to fully support OVC by giving adequate funds, do capacity building in sensitizing caregivers, teachers, school administration and students on OVC welfare, strengthening of guidance and counselling department, encouraging of life skills to reduce HIV/AIDS new infections and construction of resource centres, awareness campaigns to inspire parents to take their daughters to school to promote girl- child education so as to reduce early pregnancies and dropouts, schools to be turned to girl's boarding schools to avoid on girls being married off at an early age and leave school, the government and community to come up with policies on cattle rustling and support NGOs by coming up with community income generating projects. Solutions to the challenges faced were distribution of text books, infrastructure and

maintenance, implementing teachers' conditions of service, checking the curriculum relevance, the role of examinations, the provision of pre-primary education as a main way into primary education(Riddell et al., 2016).

Ochieng, (2014) suggests that games and clubs, gender appropriate facilities, peer counselling, rewarding good performance, punishment to deter child truancy, laziness and absenteeism enhances retention in primary schools.

Mathu looked on the influence of Free Primary Education(FPE) on pupil's retention rate recommends that the government to increase FPE funds allocated so that there will be high retention for learners in public primary schools. This is based on the evidence that provision of better facilities, materials and services under FPE reduce school dropout rates; Quality assurance officers to be more vibrant in supervising the management of public primary schools as well as the administration of the curriculum to ensure that pupils are retained in schools as they are capable to derive quality education. Schools to strengthen guidance and counselling departments which play a vital role in keeping pupils in school despite many challenges which come along with the shortcomings of FPE (Mathu, 2016b).



## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

Methodology is an operational framework within which facts are placed so that meaning can be seen clearly (David, Kimiywe, Waudu, & Orodho, 2008). This study explored the strategies for enhancing retention in selected public primary schools in Narok County. This chapter explains how the study was carried out hence gives details outlining the methodologies, procedures and modalities in data collection. The chapter covers the following: research designs, study area, study population, sample size and sampling procedure, instruments for data generation, trustworthiness, ethical considerations, data analysis and reporting procedure.

#### 3.1 Research Design

A research design is the organisation of situations for gathering and analysing data that targets to combine importance to the research aim through economy in practice; it is the theoretical structure within which the study is directed (Kothari, 2004a). It is a master plan that stipulates the methods and procedures for gathering and analysing the needed evidence (Collis & Hussey 2011, Omondi, 2014).

The study adopted a multiple-case study design. According to Creswell and Poth (2017), case study explores a real life contemporary bounded systems or cases over time and it is detailed with in-depth data generation linking several bases of information. Multiple-case study design adopts the logic of replication whereby the procedures are replicated for

each selected case,(Yin, 2017). This design is used when the researcher studies more than one single case. The researcher studies multiple cases to understand the differences and similarities among the cases, the design enables replication by using more than one case to independently confirming emerging constructs and it compliments one another on a phenomenon under study by analysing within and across settings (Baxter & Jack, 2008).

Its advantages are that it allows a wider exploring of research questions and theoretical evolutions, the researcher is able to analyse data within each situation and across different situations and the evidence generated from a multiple case study is strong and reliable and it can assist the researcher to clarify if the findings from results are valuable or not (Stake, 2013). Its disadvantages are that it is expensive and time consuming to implement (Baxter & Jack, 2008).The researcher selected four public primary schools (multiple cases) in Narok County in order to explore the strategies for enhancing retention.

Paradigms are worldviews, which are philosophical orientations about the world and the nature of study(Creswell and Creswell, 2017). According to Van Griensven, Moore and Hall (2014) a paradigm is a way of describing a world view informed by philosophical assumptions about nature of social reality (ontology), ways of knowing that is knowledge and truth (epistemology) and ethics & value systems (axiology. Peyrin-Biroulet et al.(2015) defines paradigm as a philosophical stand, a structure of beliefs about the nature of the world and how knowledge is produced. Therefore, this current study is exploratory qualitative study, which was underpinned in the interpretivist paradigm. It believes in obtaining understanding of the world from individuals' perspective of their lived experience in their natural setting.

Reality is viewed as being socially created and holds that there are many truths. Information is subjective and reality is dependent upon the setting. This paradigm is worth laden and stresses that values encourages on how we reason and act and what we discover to be significant. Creswell and Creswell (2017) states that Participants make meanings of their lived experiences therefore, present subjective and multiple realities about the problem. This paradigm informs the choice of the methodology, design; sampling, sample size, data collection analysis and interpretation hence help to answer the research questions by achieving the purpose of the study.

“Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation” (Creswell & Creswell, 2017). He also points out that before settling on a particular method for one’s study, the researcher should consider the procedure of inquiry and the methods of data collection, analysis and interpretation, the nature of the problem to be investigated, philosophical assumption/ worldview (paradigm), the researcher’s personal experiences and the audiences of the study. Qualitative approach allows the researcher to explore ideas, perceptions and understand the meanings participants attribute to a social or human phenomenon as an individual or a group. This approach enabled the researcher to proceed with the process of data generation more inductively.

The study employed qualitative research approach in order to understand, explore, interpret and describe a phenomenon on its natural setting and data was in form of words. Qualitative approach was appropriate because it is inductive (develops concepts, insights and understanding from patterns in the data), uses holistic unit of analysis, emic (derives

meaning from participants' perspective), subjective (regards reality as subjective), seeks to understand a phenomenon, is flexible and unique as it involves throughout the research (process oriented). In this study, this approach was used to discover thoughts and views of the participants (Catherine Houghton, Dympna Casey, & David Shaw, 2013).

Van Bavel and Dessart (2018) as cited in Taylor, Bogdan and Devault, (2015) states that in qualitative approach, descriptive data is generated from people's own written words, spoken words or observable behaviour. However its disadvantage is that there is no actual agreement among qualitative researchers on suitable methods for data generation, also qualitative attempts to make unjustified generalizations from accounts of a small number of individuals (Antwi & Hamza, 2015).

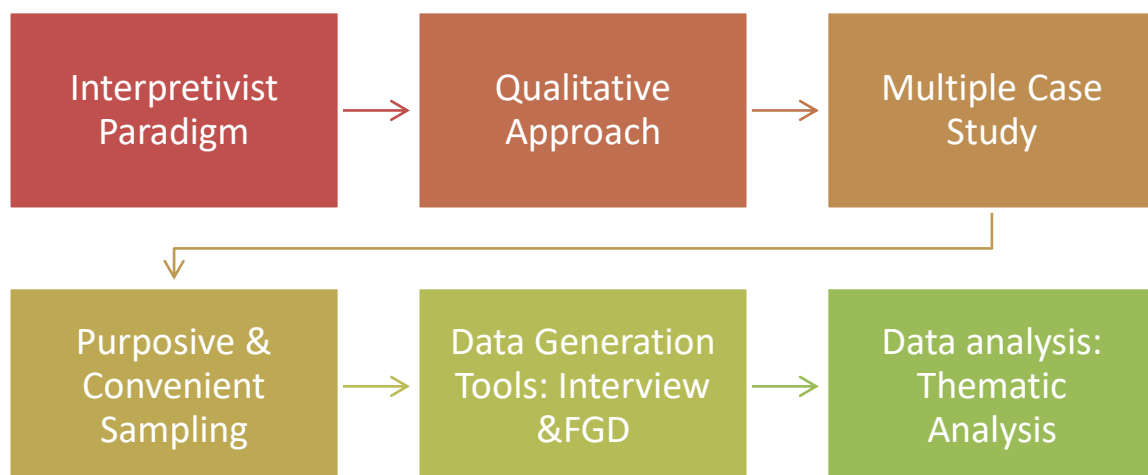


Figure 3.1 Summary of the research design

### 3.2 Study Area

The present study was conducted in Narok County which is found in the Republic of Kenya. According to Struwing and Stead (2001) it is appropriate to describe the environment or social context in which the participants reside or find themselves. The County is located alongside the Great Rift Valley. It is one amid the 47 counties in Kenya. It is called after, Enkare Narok river which flows through Narok town. It has a population of 850,920 and covers an area of 17,944sq km. The temperature ranges from 12 to 28 Degrees Celsius, 500 to 1,800 mm per annum is the normal rainfall range. The Maasai Mara National Park is situated in Narok County and it is the main tourist destination. It is home-based to the Great Wildebeest Migration that is one of the “Seven New Wonders of the World”. Kilgoris, Narok North, Narok South, Narok East, Narok West and Emurua Dikirr are the six sub-counties of Narok County. Narok town is the main centre of commerce in the County and the capital Head Quarters of the Narok County.

The research was carried out in the four selected public primary schools in Narok County. The researcher chose Narok County because of prior knowledge from the statistics in the County Education Office that shows high dropout rates in the region. Other educational stakeholders and chief’s meetings have the same concern on the low retention. The researcher has been in Narok County for more than fifteen years as a youth and a parent, so the researcher has more information concerning the Masaai community. Besides that, the researcher has taught for several years in Narok County. Dominant language used is Kiswahili followed by English and Maa language. Children often walk long distances to schools, girls are married off at a tender age, and teenage pregnancy is

rampant in the community. The community is majorly pastoralists (keeping of large herd of livestock) and some do agriculture like wheat, tomatoes, vegetables and maize growing. Illiteracy is high as many locals from mostly rural areas did not attend school or complete formal schooling (primary education). The government has invested a lot in Narok County by the provision of School Feeding Programmes and Free Primary Education. Management of schools consists of head teachers, deputy head teachers and fellow teachers.

### **3.3 Target Population**

Population is a group of people, events or things of interest having a common observable characteristic (Kothari, Rudman, Dobbins, Rouse, Sibbald & Edwards 2012). This study targeted public primary schools in Narok County, because of cosmopolitan nature of schools. Participants in this study include; four head teachers, four classteachers, and eight class eight pupils in the 4 selected primary schools that were picked by their class teacher, totalling 32 pupils. All participants were totalling to 40. The researcher chose class eight pupils because they have been in school for long and were able to express themselves concerning retention. Since the study is qualitative, the researcher purposively selected four schools that have a problem of low retention, where learners drop out of school before completion of class eight.

### **3.4 Sampling Techniques and Sample Size**

Sampling is the process of choosing a number of participants for a study so that the ones chosen to represent the big group which they were selected from. Orodho (2009) defines sampling as the procedure of choosing a sub-set of cases in order to make conclusions on

the whole set. Sampling is the assortment of certain portion of an aggregate, universe or whole basis of which a ruling or implication about the aggregate is prepared (Zellmer, Mathiason, Kallies & Kothari, 2014). A non-probability purposive and convenient sampling design was used. Size of sample was controlled by saturation of information (repetition of data occurring).

Struwig, Struwig and Stead (2001) states that purposive sampling is better when a researcher wants to find out participants who portray certain characteristics and the information which is needed in the study. It was appropriate because it provided cases rich in information for in-depth study. It involves the use of the investigator's knowledge of the population in terms of research aims, components are chosen based on the investigator's judgment on providing entrance to the preferred evidence. This technique was applied to select head teachers, class teachers and the eight class eight pupils were picked by their class teachers from the selected primary schools, since the class teachers knows the learners who are confident enough and can give rich information on the strategies which enhance retention.

All pupils from standard one to seven were excluded because they don't have enough experience. Class eight pupils were chosen because they have been in school for long, are confident and they have enough experience. Participants were contacted, purpose of the study was explained to them and they signed consent and assent forms to show that they have agreed to be part of the study. The researcher chose the four schools due to prior knowledge and concerns raised by stakeholders on the high dropouts in the region. Also

statistics from the County Education office revealed that there is low retention in Narok County.

The summary of the sample size is presented in **table3.1** below:-

Table 3.1: Sample Population

<b>Study Population</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
<b>Head Teachers.</b>	4	Purposive
<b>Class teachers</b>	4	Purposive
<b>Pupils</b>	32	Convenient
<b>Total</b>	<b>40</b>	

### **3.5Data Collection Methods**

This study adopted a semi-structured interview and focused group discussion in data generation. The researcher developed a semi-structured interview guide to generate information from the head teachers and class teachers. Focused group discussion was administered to pupils in order to get their opinion on the strategies that enhance retention rate. Burns (2004)describes data gathering as the specific, orderly collecting of evidence related to the study sub-problems, by use of methods like focus group discussion, stories, case histories, interviews and participant observation.

Data gathering begin with the investigator's decision from where and from whom information will be generated(Talbot et al., 1995a) and the investigator was the chief study instrument in this study(Speziale, Streubert, & Carpenter, 2011).



These methods are discussed below:

### **3.5.1 Semi-Structured Interview**

An interview is a discussion where questions are asked to elicit information. An interview contains “presentation of oral-verbal stimuli and responses in terms of oral-verbal answers”(Kothari, 2004b). An interview offers qualitative data required to understand in depth information about people’s behavior and feeling(Adams & Larrinaga-González, 2007). Interviews were conducted with head teachers and class teachers in a quiet environment, which was free from disturbances.

Semi-structured interviews contains of several main questions that aided to define the explored zone, it allowed the interviewer and interviewee to deviate in order to track an idea or reply in additional details. It provided participants certain direction on what to speak about (Gill, Stewart, Treasure, & Chadwick, 2008). It is significant when depth is needed or where almost nothing is recognized about the topic. It entails open-ended questions. Interviews are useful when participants cannot be directly observed, participants can provide historical information, it allows researcher to have control over the line of questions. Its limitation is that it provides un intended evidence sieved through opinions of interviewees, investigator’s company may prejudice reactions and not all individuals are fluent and perceptive(Eisner, 2017a).

### **3.5.2 Focus Group Discussion**

A Focused Group Discussion (FGDs) is a formal method of cross-examining a set of persons or participants on a topic of interest. (FGDs) are crucial and suitable in examining perceptions, experiences, beliefs, needs and individual's concern (Stewart & Shamdasani, 2014). FGDs should be smaller by having fewer participants as it helps in elucidating in-depth and rich information. FGDs are small group of participants consisting of 6 to 12 people (Eisner, 2017b). FGDs were used to gather data related to attitudes, perception and opinions of the different groups who were participating in the study. It was administered to standard eight pupils so as to get more information in relation to their attitudes, perception and their opinion concerning the strategies that enhance retention rate in their school.

The researcher used open-ended questions and the focus was on the listening and learning from participants. FGD was used to get multiple viewpoints or responses that were needed on a specific topic or issue. Eight standard eight pupils from four selected schools were picked by their class teachers who know them well. The class teachers were able to select the pupils who were able to give out rich information concerning the enhancing strategies on retention. Class eight pupils were chosen because of their long stay in school and they were having valuable information concerning strategies that enhance retention rate in their school and they were able to know why their classmates left school. Multiple responses can be obtained within a short period of time than individual interviews. Its limitation is that those reticent/reserved/tight-lipped participants do not

have an opportunity to be heard. To overcome this, the facilitator was skilled enough in group process and interviewing techniques to ensure the success of the group. The researcher acted as the facilitator in each FGD session by giving each participant chance to speak up. This study used four FGDs of eight participants, eight class eight pupils in the four selected schools totalling to 32 participants, one session in the four selected public primary schools totalling to four sessions.

### **3.6 Trustworthiness**

Qualitative research is trustworthy when it accurately represents the experiences of the study participants. According to (Talbot et al., 1995b) trustworthiness establishes the validity and reliability of qualitative research. Validity was increased by identification and recognition of researcher's frames of reference, background and expertise to limit biasness (Clark & Creswell, 2008). Reliability of data generation was enhanced by researcher's careful attention to recording, transcribing process and proper field notes to record nonverbal nuances. There are four criteria that are used to measure trustworthiness of data namely: credibility, dependability, transferability and confirmability (Lincoln & Guba, 1985). Identifying descriptive, interpretive, and theoretical validity were the key elements to achieve trustworthiness (Struwig and Stead (2001). The trustworthiness in this study embraced measures of credibility and dependability.

#### **3.8.1 Credibility**

It is the truth value of how participants know and experience the phenomenon. Credibility was in preference to internal validity. It focused on correlation between findings and

reality. It was achieved through triangulation and peer examinations by using multiple sources of data to confirm findings that emerged. This study used interviews and Focus Group Discussion in triangulating diverse data sources of facts by analyzing evidence from the sources and use it in building coherent justification for themes. Also credibility was established through member checks which involved returning back data and interpretations to the participants to check accuracy for polished product (Lincoln & Guba 1985). The researcher allowed participants to view the raw data and transcriptions for accuracy.

### **3.8.2 Dependability**

Guba (1981) states that dependability is the extent to which the results of a study are consistent with the collected data. It is in preference to internal reliability where findings of the investigation reflect to the data collected (Merriam, 1995). It was met through securing credibility of the findings. Dependability was related to the consistency of findings e.g. if the study was repeated in a similar context with the same participant the findings was to be consistent. The investigator and the participants were the tools to be evaluated for consistent. The findings were checked and examined by external checks. The researcher's supervisors examined the data, findings, interpretation and recommendations to confirm that they are supported by data (Streubert Speziale & Carpenter, 2003b). This study embraced triangulation and peer examinations in ensuring consistency. The researcher used triangulation by using multiple methods to generate data and peer examinations involved well-known people to the researcher where they asked to check whether the emerging results are consistent with the collected data.

### **3.7. Data Collection Procedures**

According to Kombo and Tromp (2006) it is important for the investigator to obtain a research permit from relevant authorities before conducting the actual research practice. The researcher obtained a permit letter from the School of Education, Moi University and then proceeded to acquire research permit from National Commission of Science, Technology and Innovation (NACOSTI). The Narok County Education office issued an approval letter to the head teachers, also the school heads granted permission to the participants after being informed of the purpose of the study. Consent forms were issued and signed before the study commenced.

The study employed qualitative data generating techniques. The research instruments that were used include interview guide and focused group discussion. Interview guide with semi structured questions was used to gather information from sensitive issues regarding to the topic (Law et al., 1998). The researcher made an appointment with the head teachers, class teachers and pupils for a suitable time for them, prepared a conducive environment for the conversation, which was to enhance face-to-face interaction, audial recorder was set and water was available for drinking.

Interviews were conducted to head teachers, class teachers and pupils after they have signed the consent form and were done in a quiet environment, which was free from disturbances. The interview took 30 to 40 minutes and it did not interfere with the class programs because it was done in the afternoon hours after classes. The researcher also asked for permission to do recording of their conversations (Law et al., 1998).

The researcher used probing techniques for more information like tracking which was done by following content and meaning of verbal and non-verbal conversation (Burger, 2009), Open-ended questions gave the participants an opportunity to express their feeling in their own words (Struthers & Eschiti, 2004), clarification was done by the interviewer who asked for clarification from interviewees in the misunderstood questions (Jones, Brown, & Holloway, 2012). The interviewer was a good listener, non-judgmental, friendly, open and honest and more so flexible in relation to (Priest, 2002).

To facilitate data collection and analysis, audio recorder was used and write-ups done as proposed by (Herzenberg, Tung, Moore, Herzenberg, & Parks, 2006). Finally, the audio recorder was played back and transcript read through to establish sub-themes and themes as they emerged. Audio recording helped the researcher to concentrate on the discussion but noting only main points and the rest were transcribed from the recorded document. Focus group discussion was done, the same as interview but the difference was that this one was done in groups of eight pupils from the four selected schools. Consent forms were issued to parents of class eight pupils for their approval of their kids to take part in the study. The pupils only assented.

### **3.8 Data Analysis Technique**

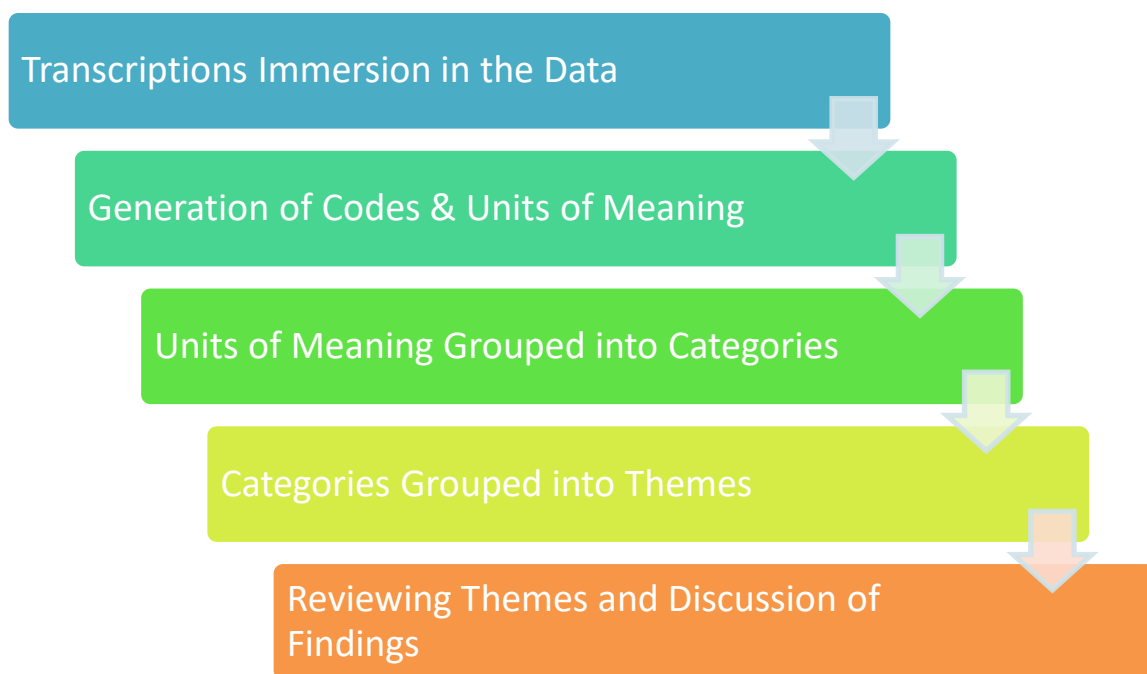
Data analysis is putting data into useful information by interpreting the findings and converting data into information (Li & Moore, 2006). According to (Burns, 2004b) it is a mechanism for reducing and establishing data to produce results that need clarification by the researcher. The study used five stages of thematic analysis according to Smith and

Firth (2011) as cited in Braun and Clark's (2006), themes were generated from the four research questions. Data analysis was inductive in that the researcher started with data and organized it into chunks or codes, categories and themes. Data was assigned appropriately to codes, categories and themes then transcriptions were done.

Data analysis is a perplexing and innovative process which is categorized by close correlation of an investigator with participants and information produced. In this study, data analysis began immediately as first data were generated since it was a qualitative approach. The researcher dipped herself to the information, read and reread and dealt with it, achieved closeness to the information and a sense of the entire and when pleased, she delineated all meaning units and got the relevant ones to the research questions asked and bonded the meaning units. The researcher used computer software for efficient data storage and retrieval, audio recordings and transcripts were stored in the researcher's laptop and backup information in goggle drive.

Data was generated through frequent counts of key words that were coded into themes and sub-themes as they emerged and presented through narration. Content analysis was done by coding to translate question responses into specific categories and making of themes (Tame-Gwaxula, 2014). Qualitative data from focused group discussion and interview guide were analyzed first through coding and then using short themes derived from the input given. This was done to reduce the bulkiness of data generated and to bring meaning to the data generated. Data was edited to identify and eliminate errors made by participants.

Thematic and content analysis was used in analyzing data. Thematic analysis was done as the researcher translated and transcribed the tape recorded interviews, by reading and rereading and themes emerged, themes that appeared to be significant and concept linking were written down and entered on a computer(Morse & Field, 1996). Content analysis was done as the researcher read the entire interview and identified several topics, which became main groups or category labels. Saturation was achieved with several categories. The investigator then transcribed descriptive sections about categories and searched for relations among categories.



**Source: Author's Construct, 2020**

Figure 3.2 Diagram showing steps followed during data analysis

### **3.9 Ethical Considerations**

Failure to conduct one's work in an ethical manner leads to failure in all stages of the research cycle(Adams, 2007). According to Rukwaro (2015), research ethics refers to a



set of complex values and standards that help to constitute and regulate the research process. The researcher should observe appropriate behaviour before, during and after the research activity. The researcher sought permission for ethical clearance from the Ministry of Education Science and Technology (MoEST), approval from National Commission of Science, Technology and Innovation (NACOSTI) and Moi University's Ethics Committee. The researcher got approval from Narok County Education Office and the head teachers of the selected institutions.

Struwig et al., (2001) state that participants should be completely aware of their rights in making informed decisions either to take part or not taking part in a particular study. Silverman (2015) states that informed consent involves giving information on the intended research and its relevance to participants' decisions on whether to take part or not. These rights are: privacy, confidentiality, wilful participation, prevention from physical, psychological and emotional harm, disclosure of study findings and ensuring participants' rights and interests are safeguarded.

The researcher also sought permission from the participants by giving out a letter of informed consent with brief description of the study, aims and nature of the study. The participants signed the consent form as an agreement to participate in the study. It was done on the first visit to schools prior to the interviews. The investigator informed the participants' prior to engagement of the study and before interview (Holloway, 2005). Privacy and confidentiality of the participants was assured. Their names and any possible identifiers were concealed through anonymity by using pseudonyms. Each participant was assigned a number and was given pseudonym during interview to ensure anonymity.

Institutions' anonymity was maintained. Anonymity was assured because the results were not mentioning participants' names (Tame-Gwaxula, 2014).

The participants were informed on the progress and outcome of the study. Written permission (informed consent and assent for pupils) were given to participants for interviews and focus group discussion (Graneheim & Lundman, 2004). Participants were informed of their rights to participate or withdraw from the study without any penalty. They were informed of any risks if any. Permission to audio record, the interview sessions and follow-up through phone calling for clarification was communicated to the participants.

All texts and data that were borrowed from other people's work-including internet were accredited through referencing in accordance with anti-plagiarism regulation. All raw data were placed on a password protected external hard-drive and it was locked in a file cabinet in the researcher's office; the researcher was the only one who kept the key. The data will be destroyed after three years, after the research and publication of the thesis has been done. The researcher made sure that the report was not to expose secrets or weaknesses of the institution or participants to the readers, but it recommended improvements of the service. Participants were informed that the copy of findings was to be left in the education office or at the institutions where the study was conducted and the information was to be published in relevant journals.

## CHAPTER FOUR

### DATA, ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This chapter presents the findings of the study grounded on the data obtained from participants. The main aim of this study was to explore strategies of enhancing retention among public primary school pupils in Narok County. In order to answer this key research question, four sub-questions were formulated. These are: “What are the existing strategies for enhancing retention in primary schools? How useful are they in retaining learners? What challenges do primary school head teachers, class teachers and their pupils face in the implementation of the strategies? Moreover, what are the suggestions to the challenges faced?

Therefore, in this chapter, the researcher presents data presentation, analysis, interpretation and discussion of the findings in relation to the literature reviewed via the design and methodology, as described in chapter three. The data was analysed thematically.

#### 4.1 Data Presentation

The data was collected using individual semi-structured interviews from the head teachers and standard eight class teachers and focused group discussion from eight class eight pupils from the four selected public primary schools. The quotations were presented by use of pseudo names to maintain the confidentiality of the participants as it is ethical to do so. The researcher used categories as themes.

The researcher first presents a summary of the findings of the four objectives in Table 4.1:

**Table 4.1 Summary of findings of four Objectives**

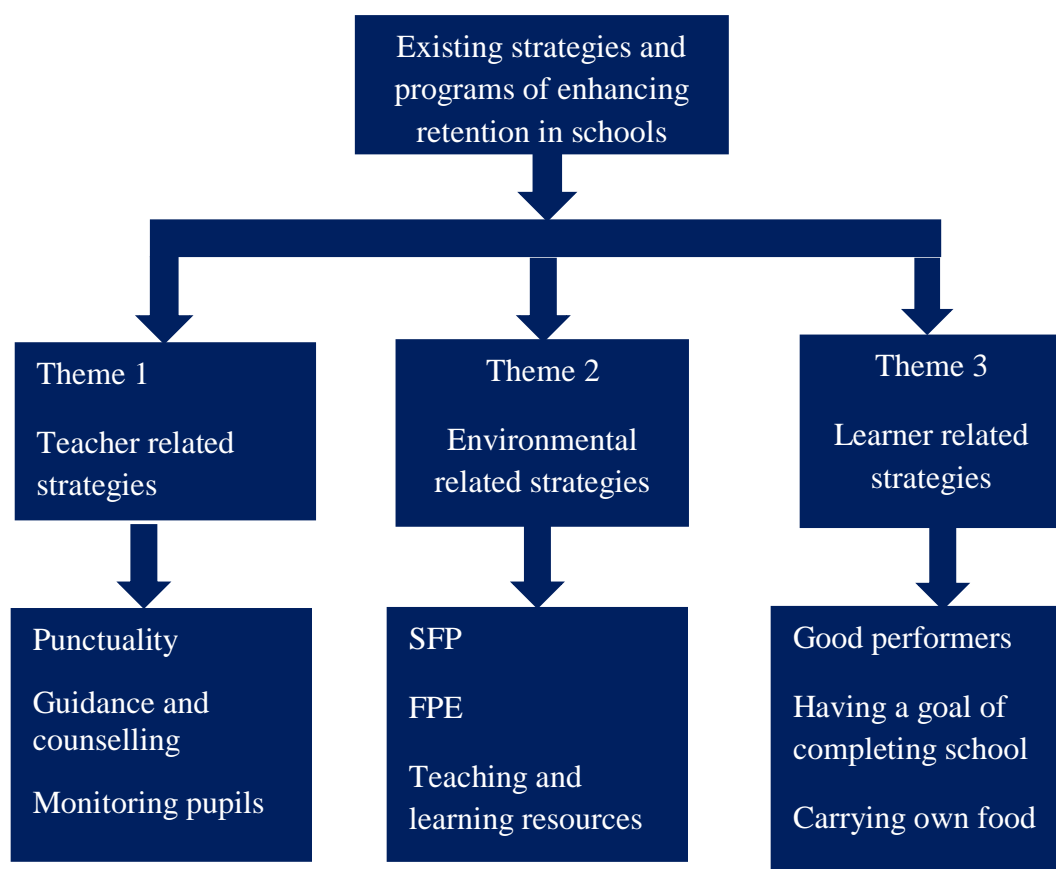
<b>Exploring strategies for enhancing retention in selected public primary schools</b>	
Existing strategies and programs in enhancing retention	<b>Categories/themes:</b> <ol style="list-style-type: none"> <li>1. Teacher related strategies</li> <li>2. Environmental related strategies</li> <li>3. Pupil related strategies</li> </ol>
Usefulness of the existing strategies	<b>Categories:</b> <ol style="list-style-type: none"> <li>1. Teacher related</li> <li>2. Environmental related</li> <li>3. Pupil related</li> </ol>
Challenges teachers and pupils face with the existing strategies and programs	<b>Categories:</b> <ol style="list-style-type: none"> <li>1. Teacher related challenges</li> <li>2. Pupil related challenges</li> <li>3. Environmental related challenges</li> </ol>
Suggestions to the challenges faced/ Intervention measures	<b>Categories:</b> <ol style="list-style-type: none"> <li>1. Teacher related suggestions</li> <li>2. Pupil related suggestions</li> <li>3. Environmental related suggestions</li> </ol>

## **4.2 Data Analysis, Interpretation and Discussion**

In this section, the researcher presents the analysis and interpretation of data according to the research questions and also the researcher re-contextualize the discussion of the findings within the literature.

### 4.2.1 Identifying and exploring the existing strategies

As previously mentioned in this chapter, FGD and individual semi structured interviews from 40 participants consisting of 12 interviews were used to generate the data. The summary of the findings showing categories formed answering the above question is shown in figure 4.1 below. The categories were used as themes.



Source: Author's Construct 2020

**Figure 4.1: Diagrammatic representation of the findings; Existing strategies in schools for enhancing retention**

The findings came up with response to how they identified the existing strategies and programs, which enhanced retention. The categories/themes are: *teacher-related, environmental-related and learner-related strategies*. The themes are discussed below:

#### **4.2.1.1 Teacher-related strategies**

This refers to the strategies that were provided by the teachers in schools to enhance retention of learners in primary schools. They were initiated or influenced by teachers. Participants in this study revealed out different strategies provided by the teachers to enable learners to stay in class and learn. Several codes were used to explain the above theme. The codes used were: guiding learners, teachers' collaboration with leaders in support of needy learners, being good role models as teachers for learners to emulate, allowing time and nurturing learners in co-curricular activities, teaching life skills and having pastoral programs in schools. This is evident from the following quotations:

“We guide and counsel the pupils who are addicted to drugs and involve their parents, we give them life examples of people who have used drugs and they ended up being useless in the community and they have failed in their lives, we teach them on negative effects of using drugs, we advise them not to associate with those who abuse drugs. Those addicted are taken to the rehabilitation centres”. (Individual interview, PCTSB, p. 2, line 23-28 {2018-6-21}).

“I do guide the learners, also I talk to my fellow teachers so that we contribute and buy uniforms and sanitary towels for a few learners who are in need. Also we provide food to the needy ones. As a teacher, I usually monitor and follow up my learners so that they do not miss school”(Individual interview, PCTSA, p.1, line 9-12 {2018-6-20})

“We usually advise our pupils on good morals by guiding them. We assist where possible like if we have a needy child, we come in as teachers, we contribute and buy uniforms and give food. We also tell them age is not a hindrance in schooling, even if they are big in class we encourage them and tell them to work hard to succeed in life. When it is beyond us we involve parents.” (Individual Interview, PCTSB, p.6, line 29-33 {2018-6-21}).

This is what other participants had to say concerning strategies that enable learners to be in school and learn.

“We work with the chief since the chief’s office is neighbouring our school, those parents whose children don’t come to school will be summoned by the chief and eventually they bring their children back to school. They assist us a lot like “wazee wakijiji” village elders.” (Individual interview, PHTSA, p.1, line 15-18 {2018-6-20}).

“Teachers to be friendly but firm to their learners, and treat them equally hence the learners will like being in school.” (FGD, p3, line 27-28 {2018-06-21}).

“We usually organize for motivational speakers who come and share with the learners mostly the alumnae who have succeeded in life and other good *role models*.” (Individual interview, PHTSB, p.4, line 25-26 {2018-6-21}).

“Mostly we enlighten them and give them examples of those who have completed successfully in education and they are working and living a good life, sometimes you can motivate them by giving them some presents, we make sure that the assignment given is completed, we also encourage them on the benefits of education.” (Individual interview, PCTSC, p.1, line 12-15 {2018-6-22}).

“We also do a lot of co-curricular activities which they really love to play like competition in ball games e.g. football, netball, whenever there are co-curricular activities they are all in school and they really like doing competition with other neighbouring school. The way we handle them in class is very child-friendly we try to bring them closer like when we do guidance and counselling they really enjoy because we group girls and boys and they interact with teachers and they enjoy. We also have pastoral programs where they give out their testimonies, sing and they are encouraged spiritually, and they are grouped according to their denominations.”(Individual interview, PHTSD, p.1 line17-24 {2018-6-27}).

The quotations above suggest that there are several strategies and programs that teachers provide to make learners to be in school and finish their eight years course in primary school. Sa & Sabzalieva (2016) concurs with the findings that the effective learner support services can create a measurable, important, helpful impact on learner’s retention and completion rates across the institution. When those strategies are provided, it is evident that learners will like schooling and dropout rates will be low. Also effective

teacher related strategies are games and clubs, peer counselling, academic counselling, gender appropriate facilities, normal class size, gender balance staff as indicated by (Ochieng, 2014b), but gender balance staff differs with the findings of this study where one primary school was having only female teachers and the community nicknamed it “*shule ya wanawake*” school of females. Parents had bad relationship with teachers.

According to Tinto, (1993), in his theory, he agrees that for learners to be retained in school teachers should provide guidance and counselling, monitoring what their learners are doing as they guide them in class work and assignments, provide extracurricular activities and informal group interactions.

#### **4.2.1.2 Environmental related strategies**

These are the strategies that make the learning atmosphere to be conducive and it enhances retention. The governments’ provision of strategies and programs in schools like the School Feeding Programs, Free Primary Education, mobile schools, and sanitary towels to girl child are grouped under the environmental strategies. They make the learning environment to be child friendly hence enhances retention. The above theme is explained under the following codes: Implementation of School Feeding Program & Home grown meals, provision of teaching and learning resources, employing of more teachers, and provision of more funds in Free Primary Education and building of more schools and having a manageable syllabus. This is what the participants said:

“School Feeding Program influences retention, it has done a lot even with children who come from far, like now if you come in the afternoon you will find the pupils in lower primary hung around waiting for their brothers and sisters to go home. Since they have eaten lunch and they are full they can stay up to 4 pm and go home with the rest as their parents lock the house and go for casual jobs



knowing that when there is food in school, the pupils will be okay up to the evening.” (Individual interview, PHTSD, p.2, line 5-9 {2018-6-27}).

“Problem of pupil retention? Yeah, we use home-grown meals, like we do have home-grown meals school program, at times they take too long to provide the meals and we find that when there are no meals the children stay at home and they don’t come to school until they get news that there is food in school, they come to school when meals are available like now we have almost 98% because the meals are available, we have a few cases of absentees who may be very sick. Food retains them here in school.” (Individual interview, PHTSD, p.1, line 4-9 {2018-6-27}).

“The syllabus is so wide where learners are pampered with more information and a lot of writing. Having manageable syllabus enhances retention.” (Individual interview, PCTSB,p.10, line 16-17 {2018-6-21}).

“The feeding program we had initially was provided by the donors not government. We seriously need a feeding program to enhance retention! Usho!!.....we are pleading with the government to implement the school Feeding Program hence enhancing retention and reducing school dropouts.” (Individual interview, PHTSB, p.1, line 17-18 {2018-6-21}).

“Implementing school feeding program by either parents or government is urgently needed in our school. Most of my learners their parents are poor they live in slums “majengo”, some brew alcohol, others work as baby sitters, washing clothes for others, so it is very difficult for them to earn a good living to cater for their siblings.”(Individual interview, PHTSA, p.2, line 54-57 {2018-6-20})

“For sure FPE has done a lot in Provision of teaching and learning materials like textbooks, exercise books, pens, so learners don’t go home for learning materials. It has catered for several areas like textbooks, exercise books, pens, PHTSA, p.2, line 39-43 {2018-6-20}).

“The community and government should have a project of building more boarding schools where learners will spend school hours without missing classes. Boarding schools help to curb for those who walk long distance and for girls (to eliminate early marriages) and boys who are herders. Because the Maasais are pastoralist as they move from one place to another in search of green pastures.” (FGDs, Joy, p.3, line 27-31 {2018-6-21}).

The above quotations from the participants describe various environmental related strategies that enhanced retention in primary schools. Most of the environmental related

strategies were not working. Two primary schools embraced School Feeding Programs while the other two primary schools did not have feeding programs. Bonaya and Ochieng (2014), UNESCO (2010) and Tinto (1993) agree that implementation of School Feeding Program and capitation of grant scheme (free fee policy) Free Primary Education enhances retention.

Strategies that enhance retention globally include: Universal Primary Education (UPE), Millennium Development Goals (MDGs), Sustainable development Goals (SDGs) while strategies that improve retention rates in Kenya are: School Feeding Program (SFP), Early Childhood Development Education (ECDE), Child Friendly Schools (CFS), Provision of Teaching and Learning Resources and improvement of school infrastructure, this is in agreement with (UNESCO 2012 and Omondi, n.d), but surprisingly the learners were complaining that the school was not friendly since teachers were very harsh to them and they were calling them names and when having group discussion, the teachers were grouping them according to their ability where slow learners were put in one group while the bright pupils were put in another one group. This was so discouraging to them.

#### **4.2.1.3 Learner related strategies**

This is what the learners do in order to enhance their retention in schools. It is learner influenced or motivated like being good performers in class make a learner to like schooling because he or she is aiming high and has a goal. The responses given were what learners did at individual level, which kept them in school. The participants gave out several strategies that enabled learners to be in school and learn. The following codes were used to elaborate the above strategy; pupils carrying their own food, pupils being

good performers and practising tree-planting project done by pupils in school. This is evident from the following quotations:

*“We involve learners in commercial work like planting their trees and water them on a daily basis, this is one way of keeping them in school and they don’t become idle. They make sure that there is no damage to their trees. They enjoy watering their trees. That is one way of keeping them in school.”* (Individual Interview, PHTSD, p.1, line 14-17 {2018-6-27}).

“We ask pupils to carry their own food instead of staying hungry until evening.” (Individual interview, PCTSB, p.2, line 9-10 {2018-6-21}).

“Parents motivate their children, whenever we do exams I advise them to come to school and see how their children perform and motivate them by giving them gift. Bright learners have a target of finishing studies and working hard in class hence enhances retention.” (Individual interview, PCTSB, p.9, line 11-13 {2018-6-21}).

The above quotations show that learners played a big role in keeping themselves in school by carrying food from home for lunch where feeding programs was not available. Learners had a goal of working hard and be performers in class in order to complete their eight years in primary, also in one of the schools, learners were engaged in tree planting project, which kept them busy as they were still learning. This is in agreement with Tinto’s theory where he talks about the effective retention programs to all learners, having long term program or project development e.g. school garden, tree planting project, poultry keeping (Tinto, 1993). Good relationship between parents, teachers and learners enables them to feel appreciated and more so raise their self-confidence and may be willing to seek guidance when there is need (Thomas, 2002a). This encouraged learners to be in school and work hard to complete their course.

Underprivileged kids and their parents benefited from feeding program in school by relieving their hunger, minimizing micronutrient deficiencies, promoting of physical

growth and health status and also high school attendance (Dalma et al, 2016a & FAO, 2015). This is in agreement with the current study where the researcher found out that learners attended classes in large numbers when there was food provision and there was low absenteeism. Also in the schools which dint provide food there was low attendance and high absenteeism as the learners went with their parents to look for food by doing casual jobs.

#### **4.2.2 Usefulness of the existing strategies**

In order to explore the usefulness of the existing strategies, FGD and individual semi structured interviews from 40 participants consisting of 12 interviews were used to generate the data. The categories were used as themes. Table 4.2 below shows the summary of the findings

**Table 4.2 Usefulness of the existing strategies and programs**

<b>Themes</b>	<b>Strategies</b>	<b>Usefulness of existing strategies</b>
<b>Teacher related strategies</b>	Friendly and conducive environment	Friendly and conducive environment enhances retention.
	Child centred classroom	Child centred class improves retention of concepts and makes learners not to miss class
	Punctuality	Punctuality of teachers improves attendance
	Games and Sports	Physical activities nurtures learners' talents and makes them love schooling
	Guidance and counselling	Enhances retention by reducing stress, depression and drug addicts' pupils.
	Good role model	Teachers' being good role model enhances retention.
	Monitoring learners' work	Retention is enhanced when the teacher monitors learners' work.
<b>Environmental related strategies</b>	School feeding programs (SFP)	High enrolment Regular class attendance
	Free Primary Education (FPE)	Few absenteeism
	Teaching and learning resources	Improved completion rate Few dropouts
<b>Pupil related strategies</b>	Carrying own food	No time wasting going home for lunch
	Having a goal of completing primary education	Regular attendance Improved completion rate
	Tree planting	Enhance retention
	Good performers in class	Complete their course, Dropouts

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come back to school with FPE

Pupils from poor background benefits with SFP & FPE

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The findings presented in table 4.2 depict three themes that are discussed in this section. They are *teacher, environmental and learner related*.

#### **4.2.2.1 Usefulness of teacher related strategies**

This refers to the importance of the teacher related strategies in enhancing retention. It is elaborated further by the use of the following codes: punctuality, friendly and a conducive environment created by teachers makes learners to love schooling, guiding and counselling helps in retaining learners, child-centred classroom makes learners to be involved and it enhances retention and involving learners in doing physical duties. The findings are supported by the direct quotations from the participants and are then re-contextualised within the literature. It is evident from the following quotations:

“We bring Motivational speakers to school to motivate the learner and reward the ones who performs well and those who don’t perform well they are also motivated, We engage learners in sporting activities e.g. football, music, athletic....” (Individual interview, PCTSA, p.5, line 3-5 {2018-6-20}).

We provide our learners with a conducive environment which make them to love being in school and my teachers are so friendly to their learners, we teach them in a child-centred class-room/environment where learners are involved...” (Individual interview, PHTSA, p.1, line 24-26 {2018-6-20}).

I counsel and guide my learners regularly, and mostly if they are undergoing challenges at home and school e.g. drug addicts I encourage them and tell them the advantage of education, sometimes I take the issue to staff room and we contribute as teachers and buy for the needy ones like girls who lack sanitary towels, school uniforms... (Individual interview, PCTSB, p.8, line 21-24 {2018-6-21}).

Teachers being punctual in school, as teachers we can be good role models to them. The learners should be appreciated and teachers should make them to like studies. Learners should have a positive attitude towards academics, learners like to be in school if the classes are lively and interactive. (Individual interview, PCTSC, p.4, line 28-31 {2018-6-22}).

The above quotations depict that teachers had a big role to play in retaining learners. The teacher related strategies enhanced retention in the schools visited. Ochieng(2014) coincides with the findings of this study that when teachers do guidance and counselling to their learners who face difficult situations, it enhances retention. Most learners have challenges like the ones who come from broken homes, parents affected/infected with HIV AIDs, TB or any terminal illness, when they come to class they don't concentrate at all, some are drug addicts who need to be taken to the rehabilitation centres. Through the counselling by teachers, these learners instead of dropping out of school, they decide to continue schooling.

Tinto's theory on retention also concurs with the findings of the study as it puts it that when teachers monitor, counsel and advise their learners on their assignment it will improve retention (Tinto, 1993). Teachers to teach in a friendly environment, which is learner, centred where learners are involved in the learning process unlike teacher centred which does not involve learners; participatory learning is used rather than rote memorization (UNESCO, 2012a). This means that when the learners get involved in the learning process, they tend to understand more and perform well hence enhance retention as the performers always excel and complete their studies and go to the next level.

#### **4.2.2.2 Usefulness of the Environmental related strategies**

This refers to the importance of the strategies within the reach of learners. This is what the government or parents provided in order to make the learning environment child friendly like the provision of Free Primary Education, School Feeding Program, provision of teaching and learning resources, employing of more teachers and provision

of basic needs. When all the above are taken into consideration, there will be an experience of high enrolment, attendance and improvement on completion rate in schools. The above theme is discussed by the use of the following codes: provision of playing materials for sporting activities, good physical facilities in nurturing talents, FPE & SFP in improvement of completion rate, high enrolment and attendance, provision of sanitary towels to girl child and regular inspection. The following quotations clearly illustrate how the environmental related strategies help in retaining learners in schools:

“FPE has helped a lot in enhancing retention since the enrolment, attendance and completion rates have improved greatly, parents have come in to employ more teachers to assist the big number of learners”. (FGDs, Kevin, p.2, line 1-3 {2018-6-22}).

I think boarding schools helps a lot in retaining learners. I wish I had one or two dormitories where I can accommodate such boys you know when they are here you can manage them. I came to learn last week that some of these big boys don’t spend the night in their homes. There is an area around here which was allocated for a secondary school but nothing has been done. It is very hard here to initiate a project because people here don’t cooperate.(Individual interview, PHTSD, p.3, line 16-20 {2018-6-27}).

“FPE has helped a lot in retaining learners but we fear for early pregnancies with the day scholars in our school since we have both boarders and day scholars”.(Individual interview, PCTSC, p.2, line 25-26 {2018-6-22}).

This is what other participants had to say in relation to the environmental related strategies and its usefulness in retaining learners.

“With the provision of SFP & FPE, there is high enrolment, attendance and completion rates, the governments also provides teaching and learning resources, it does maintenance and repair of desks and lockers through funds of FPE”. (Individual interview, PCTSB, p.1, line 9-10, {2018-6-21}).

FPE has done much in my school in retaining pupils; like in this school we find that most of the community around here are not financially stable. There are no much of economic activities to be done by the parents of these pupils most of them do casual jobs”.(Individual interview, PHTSD, p.1, line 28-30 {2018-6-27}).



“There is also provision of sanitary towels three packets of always every month are given to girls but they are not consistent”. (Individual interview, PCTSB, p.3, line 7-8 {2018-6-21}).

“Inspection to be regular, so that the government should be aware of what is happening on the ground. Regular inspection will enhance retention”. (Individual interview, PHTSA, p.6, line 157-158 (2018-6-20)).

For sure FPE has done a lot in Provision of teaching and learning materials like textbooks, exercise books, pens, so learners don't go home for learning materials. It has catered for several areas like textbooks, exercise books, pens, parents are free and don't have any stress concerning school fee. In fact, SFP & FPE has improved completion rate, there is high enrolment and attendance has improved in my school..... (Individual interview, PHTSA, p.2, line 39-44{2018-6-20}).

The above quotations provided evidence that environmental related strategies are very useful in primary schools and they help in retaining learners, when they are in good working conditions. There were high dropout cases in schools without feeding program. There is increase in enrolment, attendance and completion rate with Free Primary Education (FPE) and School Feeding Programs (SFP), (Kendall, 2007, Yendaw & Dayour, 2015). It is confirmed that the program brought more increases in enrolment figure and regular school attendance in the study area. FPE also has prospered in changing relation of power and authority in many societies, national, marketplace and universal forces. This is in agreement with the researcher's findings where she found out that provision of programs like SFP and FPE increased the enrolment, attendance and completion rate of learners.

Ruff, (2016) agrees that pupil-teacher ratio is a viable mechanism that influence primary school completion particularly in the Sub-Saharan Africa. The teacher-pupil ratio should be manageable where the teacher will be able to attend the individual differences of his

learners. The researcher found a ratio of 1:90 and 1:60 in some primary schools, which was very high for one teacher to manage class activities.

Gelli and Suwa (2014) and Taylor and Ogbogu, (2016), are in agreement with the findings of this study that School Feeding Program (SFP) improved the enrolment and performance of elementary school pupils and enhanced retention; it also encouraged completion of basic education.

#### **4.2.2.3 Usefulness of pupil related strategies**

This refers to what the learners can do in order to be in class until completion of basic education. Learners should have a goal or a target of finishing school. The participants in this study revealed out that learner related strategies are useful in enhancing retention. It is discussed under the following codes: when learners are enlightened of the significance of education they will be in school, learners benefit from teaching and learning materials given by FPE, pupils who were not coming to school when there was no food came back when food was available, learners from poor background benefits with FPE and SFP.

This is evident from the quotations below:

“Am in school because I want to achieve my goals, have a bright future and eventually live comfortably I mean a good life”. (FGDs, Alfred, p.1, line 5-6 {2018-6-27}).

“FPE &SFP has encouraged all learners to come to school from different backgrounds, mostly the learners from poor background have benefited a lot as the fee is already catered for by the government as most of them were to drop out of school at an early age”.(Individual interview, PCTSA, p.1, line16-18 {2018-6-20}).

“I like schooling because I want to be a good role model in my community. I also want to help my parents and have a good and bright future”. (FGDs, Joy, p.1, line 5-6 {2018-6-21}).

“Let me appreciate the government for what it is doing to us, we are not disturbed by being sent home for fees as the government is paying for us”. (FGDs, Wambui, p.1, line 20-22 {2018-6-20}).

“FPE helps in the provision of Teaching and learning materials where learners’ benefits in using those, parents don’t struggle to pay fee, we have free books, instruction materials, and education motivates learners to be in school”. (Individual interview, PCTSC, p.1, line 19-21 {2018-6-22}).

Most of my learners come from poor background where they don’t have food at all, so they come to school purposely because there is food and even when they go back home and miss food they can still go on with life since they ate at school, food makes them love education and stay in school to learn, they don’t get tired to go outside the school to look for food. No time wasting because the food is available in school. (Individual interview, PCTSC, p.1, line 23-27 {2018-6-22}).

“FPE encourages those learners who lost hope in learning and left schooling, to come back to school to learn since there is free education and food provision”.(FGDs, Leyian, p.2, line 4-5 {2018-6-22}).

The above quotations explain on the usefulness of learners’ related strategies that enhance retention. According to Elliot and Shin (2002), agrees that institutions can appeal and maintain worth learners by finding and meeting learners’ requirements and anticipations. By taking students’ needs as a priority, it enhances retention. He also agrees that the more dedicated learners are to the educational institution, the greater the persistence and commitment and hence lowers the dropout and transferral rates.

In this study, the learners set goals of completing education and having a bright future; they also suggested that they wanted to become good role models in the society. Learners should target their continuity in school for good results and good learning outcomes (Binde & Matsuura, 2005). This means that learners should strategize on working hard and perform well for their successful future. If students are provided with good support in their academics, they will not drop out of school; this is in agreement with (Sa &

Sabzalieva, 2016) who states that effective student support services can create a measurable, significant, positive impact on student retention and graduation rates across the institution. UNESCO (2012) reports that “ The world has just a few short years to make good on the promise to fulfil every child’s right to primary education by 2015... “. This has not yet fulfilled. It is also more hard and expensive to reach learners once they leave school than to address the barriers and bottlenecks in the systems (Daniel, 2012).

#### **4.2.3 Challenges teachers and pupils face with the existing strategies and programs**

To be able to get the challenges that teachers and their pupils face with the existing strategies and programs, Individual interviews and Focused Group Discussion were used to generate data with the 40 participants and 12 interviews were done. Table 4.3 below shows the summary of the findings.

**Table 4.3 Challenges teachers and pupils face with the existing strategies and programs**

<b>Themes</b>	<b>Challenges</b>
<b>Teacher related Challenges</b>	<ul style="list-style-type: none"> <li>• Repetition,</li> <li>• Learner groupings,</li> <li>• Poor teacher pupils relationship</li> </ul>
<b>Environmental related Challenges</b>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Lack of SFP &amp; sanitary towels</li> <li>• Inadequate infrastructure, firewood, water, teachers</li> </ul>
<b>Pupil related Challenges</b>	<ul style="list-style-type: none"> <li>• Teenage pregnancies,</li> <li>• Peer pressure,</li> <li>• Casual jobs</li> <li>• Drug abuse</li> </ul>

The findings above highlights three themes in response to the research question. These themes are discussed in this section. The themes are *teacher-related challenges, learner related challenges and environmental related challenges*.

#### **4.2.3.1 Teacher related challenges**

This refers to the challenges which are influenced by teachers. This challenges were majorly caused by teachers for example some teachers in one of the schools mistreated their learners by abusing them, others grouped their learners by arranging them according to their ability where slow learners were put in one group while the bright ones were put together and were not fully catered for. This made the learners who were not performers to drop out of school.

The following codes were used to explain the theme; repetition leads to dropouts, learners' individual needs are not catered for as they are many in a class, learners are burdened to carry water and firewood from home, teachers grouping bright learners in one group during discussion and slow learners are also grouped together on their own group, poor teacher-pupils relationship and poor community relationship where they nicknamed the school as "Shule ya wanawake". This is evident from the quotations below:

"Abusive teachers, teachers do abuse pupils for no good reason, this affects them mentally because they are tortured when called names in public and their self-esteem is lowered. Some may feel enough is enough and leave schooling...". (Individual interview, PHTSA, p.5, line 141-143 {2018-6-20}).

"During group discussion, teachers group bright/sharp pupils to one group while slow learners on their own group without assistance, those who are not bright will

feel neglected and leave school, one pupil left school because the teacher told her that she will not make it in life”. (FGDs, Mary, p.6, line 5-9 {2018-6-20}).

“Neighbour’s child left school because of too much of repetition. He was repeating each class before being promoted to next class”. (FGDs, Sialo, p.3, line 23-24 (2018-6-20)).

FPE is not consistent it varies, if you get high numbers of talented learners they can finish but those learners who are not talented academically they don’t finish so they drop out. FPE has favoured the talented ones “bright learners” but the slow learners are not catered at all because of the high numbers in class where the teacher cannot be able to cater for individual differences of learners but SFP caters for all the talented and the untalented ones”.(Individual interview, PCTSA, p. 3 line 22-26 {2018-6-20}).

“...the parents here undermine teachers; there is bad relationship with parents to the teachers. They even call our school “shule ya wanawake” since all teachers are female”. (Individual interview, PCTSC, p.4, line 3-4 {2018-6-22}).

The quotations above show some of the challenges teachers face in relation to retention of learners in primary schools. What surprised the researcher was that the community were not in support of their learners and teachers as they call one of the schools the researcher visited as “*shule ya wanawake*” school of women since all the teachers are female, no male teachers. This demotivates the teachers in insinuating their duties. According to Kendall, (2007b) poor teacher, pupil, parent relations and low community participation hinder retention of learners in primary schools. (Ochieng, 2014) talked of gender balance staff as a strategy for enhancing retention which is contrary to this study which found out that there were only female teachers in one of the primary school where boys didn’t have a role model. (Gachohi, n.d) is in agreement that teacher inadequacy affects retention.

Most of the schools the researcher visited were understaffed where the teacher pupil ration was found to be 1: 60 and 1:90, which was too large for one teacher to cater for

individual needs of learners hence causing some pupils to move to other schools mostly able parents, were taking their children to private schools. The study also agrees that teachers' low commitment towards good learning also affect retention of learners. The study found out that the teachers were not being punctual in class and they were using abusive languages to their learners hence affecting their retention. Ochieng, (2014) agrees with the present study that if teachers create a non-conducive environment to their learners, it encourages dropouts. Pupils were complaining that their teachers were so abusive to them, grouped them according to their ability lowering their self-esteem hence creating a hostile environment for learners who ought to drop out.

#### **4.2.3.2 Learner related challenges**

These are the challenges, which are influenced by the learners. The following codes are used to explain the theme; learners don't complete schooling due to early pregnancy where girls engage in immature relationships, pupils abuse drugs and eventually they drop out of school, there are high cases of boys dropping out of school and they go for casual jobs like charcoal burning, mining, motorbike riding, three class eight boys dropped out of school and are working as miners in a nearby quarry, child truancy encourages dropouts and absenteeism, absenteeism and school dropouts are high in upper primary. This is depicted by the quotations below:

“Completion rate is not 100% some of them don't complete due to early pregnancy like last year one student gave birth and came back to do exams. We have 162 candidates. Last year we had five candidates who came to do exam after delivery and some did exam while expectant”. (Individual interview, PHTSA, p.2, line 52-54 {2018-6-20}).

“Over-age learners are a problem in my school, like we have fourteen year old pupils in grade one and two. They feel uncomfortable and dropout of school. In

Masaai land children come to school when they are over-age”. (Individual interview, PCTSB, p.1, line 27-29 {2018-6-22}).

“A friend left school because of pregnancy, brother because of peer pressure and being quarrelled by daddy and mummy reason, he is too big/old to be in primary, so he dropped out of school because of that”. (FGDs, Moraa, p.3, line 14-17 {2018-6-20}).

“Most boys have dropped out of school to work as motorbike riders, mining, charcoal burning and they earn money and feel that there is no need of going to school. Many cases in my school are of boys dropping out to become motorbike riders”. (Individual interview, PCTSA, p.3, line 7-9 {2018-6-20}).

“I am experiencing a challenge mostly in the upper primary where 3 boys of class eight pupils have dropped out of school and their parents are keeping them at home to look for livestock, they are over-age 16-18 years....”(Individual interview, p.2, line 32-34 {2018-6-27}).

“Some pupils cheat their parents that they were in school while they were not, they hide at the forest and when the time comes for others to go home, they pretend they were in school and come home as the rest”.(Child truancy) (FGDs, Sialo, p.3, line 4-6 {2018-6-27}).

The above quotation is evident that learners influenced dropouts when they don't have a target or goal of completing school. (Munene, 2015) reports that females tend to be most disadvantaged when it comes to access and retention in primary schools than their male counterparts. This is disagreeing with the findings of this study where the boys are disadvantaged. High numbers of boys dropped out of school than girls.

Hunt (2009) and Hungi et al (2014) report that the age of a learner when joining school is an important factor. In developed countries, older learners perform better than their young colleagues while in the developing countries especially Africa is the opposite where young learners perform better than older learners thus making them to drop out of school because they are not performers (UNICEF, 2016). Over-age learners had a bad relationship with their teachers since they don't want to be disciplined as they feel that



they are mature enough. It revealed out that social-economic reasons, excessive work in classes, parent negligence, parents not participating in their children's' schooling lack of motivation from parents and society leads to low retention.

Poor relationship between teachers, pupils and their parents encourage dropouts. This is in agreement with the findings of this study where over-age learners dropped out of school as reported by the participants. They were not performing in class and they felt that they were old enough not to be in school and eventually they dropped. Majority of them left school to do odd jobs like motor-bike riding, working in a quarry, hawking goods and charcoal burning. Ochieng, (2014) confirms with the current study that learners drop out of school due to household based factors like negligence from their parents and teachers as well as poverty.

#### **4.2.3.3 Environmental related challenges**

These are the contexts, which make the learning environment of the learners to be difficult, and it encourages dropouts and absenteeism. The parents who were not taking their part like provision of basic needs to their children, government not fulfilling their pledges like implementation of feeding programs and natural cause like drought, floods, death of parents, influenced this. The following codes were used to explain the above theme; inadequate infrastructures like (classrooms, desks, playing materials, expert teachers in guidance and counselling), irregular inspection of teachers, inconsistency supply of sanitary towels, wide syllabus, shortage of water and firewood, inconsistency

and lack of feeding programs which leads to low enrolment, high dropouts and low completion rate, shortage of male teachers as role models to boy child.

Natural cause codes are; death of one or both parents hence children drop out of school, children from single parents mostly drop out of school, floods during rainy seasons and drought hinders learners from coming to school, distance from home to school makes some learners dropout of school, poverty in the family leads to dropouts as there is no economic activities in the area, some pupils left school to cater for their ailing parents with TB, HIV/AIDS.

Parent related challenges codes include; seasonal parents who kept moving from one place to another for business move with their children influences transfers and dropouts, pupils miss class during harvesting season, market days and burial ceremonies, boy child is endangered, bad relationship between teachers and parents where parents nicknamed one of the school as “shule ya wanawake” school of female since all teachers are females, they don’t even attend school meetings. This is portrayed by the quotations below:

Yes, mostly we experience absenteeism and dropouts during drought and rainy season, mostly during the rainy season they don’t come and if they come they are rained on and they can’t concentrate in class. During drought they go and move their livestock with their parents and eventually they miss school, early pregnancy makes learners drop out of school and learners go for charcoal burning, community tend to be away from teachers and they call our school (shule ya wanawake) school of females since our school has only female teachers, parents are not friendly with the teachers, they don’t even come to know their children’ performance. Girls are married off after going through the cut (FGM). (Individual interview, PCTSC, p.3, line 13-20 {2018-6-22}).

“For sure we have four empty classrooms right now in our school because SFP is not there and many pupils dropped out of school to help their parents by working

in quarries, hotels, motorbike riders, and bring food on table”. (Individual interview, PCTSB, p.3, line 24-25 {2018-6-21}).

“Girls during menses they miss school, we are provided with sanitary towels but they are not enough, they give us after 3 months. We are not provided consistently”. (FGDs, Nelly, p.3 line 1-2 {2018-6-27}).

Most cases of school dropouts, we get from the single parents’ children, for example, the ones who dropped out in class 8 all of them are from the single parent family. These boys are very big and tall and they don’t even listen to their parents. Most of the trouble shooters here we get them from single-parent families. Masaa is like transferring their children to go and stay with their grandparents where they are not moulded at all as the grandparents are very soft to discipline them when they are in mistakes. (Individual interview, PHTSD, p.6, line 1-6 {2018-6-27}).

“We are surrounded by a forest, which is a problem as we pass through the forest and we can be attacked by wild animals, being raped and abducted in the forest”. (FGDs, Sialo, p.3, line 14-15 {2018-6-27}).

“Death of a parent, single parents, since some don’t have father figure they do misbehave and leave schooling”. (FGDs, Moraa, p.5, line 4-5 {2018-6-20}).

“Some parents move from place to place, most of our parents are business people, others are farmers’ (mechiri)peas, during harvesting time they come and move when harvesting is over. So they transfer their children to the schools where they move to and others on the way dropout of school”. (Individual interview, PHTSA, p.1, line 10-13 {2018-6-20}).

Parents encourage absenteeism so much, they tell these big class eight pupils to look after the young ones as they go to the market. Some parents like of western when they have a burial ceremony they go for one moth and make their children to go with them like the class eight and they stay for one month because of their culture of burring a relative. (Individual interview, PCTSB, p.6, line 21-24 {2018-6-21}).

“Death of parents makes children to drop out of school if nobody is able to assist them”. (Individual interview, PCTSB, p.6, line 28 {2018-6-21}).

The above quotations suggest that environmental challenges make learners to dropout from school and some absent themselves from school. Most researchers agree that most environmental challenges encourage dropouts. (Wachira, 2013, Nthiga and Ochieng, 2014) are in agreement that death of both or one parent, migration of parents,

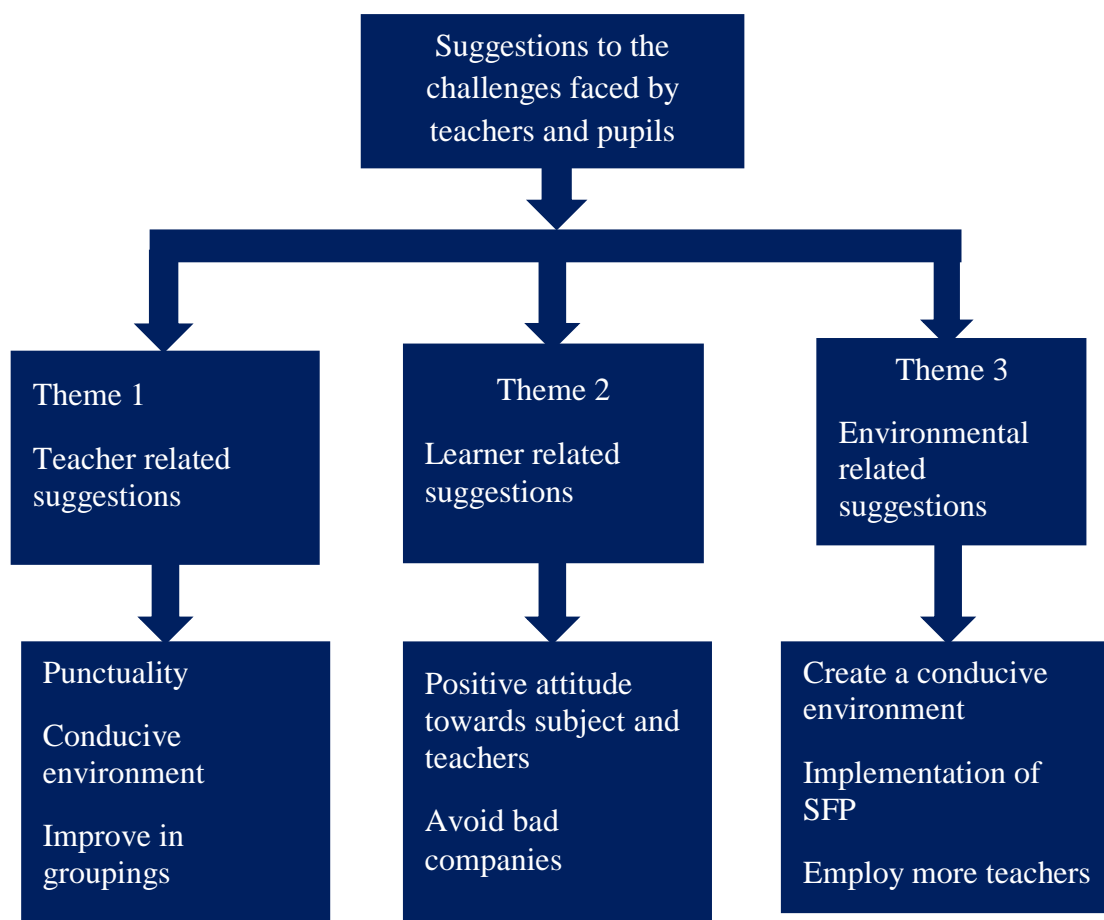
unemployed educated family members, behavioural problems lead to expulsion, poverty and social-cultural practices like cattle rustling, nomadism, traditional cultures contributed to high rate of dropout cases in Narok County.

According to (Gichohi, 2014) inadequate of teaching and learning resources affects learning process and concentration of pupils causing low retention and drop out of learners from school. This is in agreement to the current study where the researcher found out in one of the school visited four pupils were sharing one text book which made it difficult for the learners to do assignments when at home. (Ingosi, 2013 and Nthiga, 2014) harmonises out that parent involvement to their children's education enhances retention which was contrary to the findings of this study where the parents were less concern to their children's academics. They were not monitoring their children's work, when called for meetings they will rather send their big children who actually dropped out of school to attend the meetings on their behalf hence encouraging dropouts.

#### **4.2.4 Suggestions to the challenges faced by teachers and pupils**

These are the measures taken or solutions to the problems the teachers and their learners faced in enhancing retention in Narok County by using the available strategies. The findings emerged with three themes, which the researcher used to discuss the above objective. To be able to get suggestions to the challenges faced by teachers and their pupils, individual interviews and focused group discussions were used in data generation.

Figure 4.4. Shows the summary of the findings.



**Source: Author's Construct 2020**

Figure 4.2 Diagrammatic Representation of the findings; suggestions to the challenges teachers and their pupils face with the existing strategies and programs.

The findings above highlighted three themes in response to the research question which are discussed in this section. These are; *teacher related, learner related and environmental related suggestions.*

#### **4.2.4.1 Teacher related suggestions**

These are the suggestions that teachers gave which were to enhance retention in Narok County. The suggestions given were to overcome the challenges the teachers and pupils faced in implementing the existing strategies and programs in schools. The following codes were used to explain the above theme; teachers to be punctual in class and create a conducive environment, teachers should mix bright and slow learners in group discussion and avoid using abusive language to their learners, starting a project like kitchen garden/enterprise and tree planting as expressed in the following quotations;

“Teachers should create a conducive environment; the school environment should be child friendly where the child is at the centre of everything like being involved in class work”. (Individual interview, PCTSA, p.5, line 21-22 {2018-6-20}).

“Teachers being punctual in school, as teachers we can be good role models to them. The learners should be appreciated and teachers should make them to like studies”. (Individual interview, PCTSC, p.4, line 31-32 {2018-6-22}).

Teachers to mix bright learners with slow learners in group discussion, let them also mix them in class to avoid only bright learners in front leaving slow learners behind where they keep on playing and cannot understand anything. If one is not good in studies, can be good in something else, there are some other things a child will do because we are talented differently. (FGDs, James, p.6, line 28-32 {2018-6-20}).

“Teachers should by all means try to reduce abusive language, to pupils and show love to all learners”. (FGDs, Liz, p.1, line 22-23 {2018-6-22}).

“I think we have a plan of starting a kitchen garden to help in food supplementation we are in the process of buying of more tanks for the storage of water mostly during rainy season”. Individual interview, PHTSC, p.2, line 24-25 {2018-6-22}).

The above quotations depicts that teachers have a role to play to enhance retention of their learners to enable them complete the basic education for smooth transition to secondary schools. (Ochieng, 2014) agrees that games and clubs, peer counselling, academic counselling, gender appropriate facilities, gender balance staff, normal class size and school feeding programs enhances retention in primary schools. Gender balance staff is important in enhancing retention but it was contrary to this study because in one of the school, all teachers were female neither leaving no room for a male teacher who is to be a role model to the boy child. The boys assumed that teaching profession is only for female where it is supposed to be to both male and female.

(Tinto, 1993) in his theory suggests that the institutions to initiate long term programmes like having a firm for growing kitchen foods and even keeping poultry for food supplements in school. This agrees to the findings of this study where the teachers had a project of kitchen garden where they planted pumpkins and maize they had a tree-planting project, which kept learners busy in school and enhanced retention. These acts as an income generating activities like growing of vegetables in the school gardens (Lindow, n.d).

Didi-Huberman, (2005) suggests that poverty reduction policies and actions to be put in place, training teachers to be trained in relation to learners' thinking, physical and excessive punishment to be banned in schools, building a conducive environment which school nurtures academics, learners to have strong relations between themselves and their teachers in school and improved communication between parents and school, school to cater for the needs of different students. This suggestion concurs to the findings of this study where the researcher found out that a good number of teachers provided a friendly

environment to their learners but in contrary, the teachers were unable to cater for the needs of different learners, as the ratio was so high 1:90. Teachers were unable to give out composition to their learners and it was difficult to give more assignments as the teachers were unable to finish marking their pupils' works unless they give only two questions, which are not enough for learners to understand the concept taught.

According to Mathu (2016), school to strengthen guidance and counselling departments which play a key role in keeping pupils in school despite many challenges which come along with the shortcomings of Free Primary Education (FPE). This agrees to the findings of this study where participants agreed that guidance and counselling helps a lot in enhancing retention. The study lacked experts in guidance and counselling for serious challenges like the pupils who were stressed or depressed and the ones addicted to drugs. Teachers also taught them on life skills, which enabled learners to like schooling.

#### **4.2.4.2Learner related suggestions**

These are the suggestions the participants gave out concerning the challenges the learners were facing with the available strategies and programs in school. The following codes were used to explain the above mentioned theme; learners to have positive attitude towards teachers, subjects and education, learners to have a goal of completing school since the government has provided feeding programs and free education, learners to collaborate with teachers and parents for their wellbeing and learners to avoid bad companies which were ruining their goals. These codes are supported by the quotations below;



*“...we should be disciplined, work hard and have a positive attitude towards subjects, teachers and education”.* (FGDs, Soila, p.1, line 5-6 (2018-6-22)).

*“The learners should be appreciated and teachers should make them to like studies. Learners should have a positive attitude towards academics and have a goal of completing school; learners will like to be in school if the classes are lively and interactive”.*(Individual interview, p.4, line 32-34 {2018-6-22}).

*“I think the learners should have a target of completing school and later they become good role models to others and be motivated to learn”.* (Individual interview, PCTSD, p.2, line 9-8 {2018-6-27}).

The above quotations are evident that the learners should have a role in enhancing retention. According to Thomas (2002b) suggests that learners should have a good relationship between themselves and their educators in the institution. This enables them to have positive attitudes towards the subject taught and their teachers hence enhance retention and performance. UNICEF, (2016) confirms that learners to be provided with a conducive learning environment with adequate teaching and learning resources like textbooks, clubs and social facilities around the school, gender of children in a family and achievement level enhance retention. World Bank, (2012) indicates that consistent supply of all meals in School Feeding Programs influences high admissions of pupils until completion of school program. It corresponds with the findings of the current study where the researcher found out high enrolment in the schools with feeding programs with few absenteeism and school dropouts. Ochieng, (2014) suggests that games and clubs, gender appropriate facilities, peer counselling, rewarding good performance, punishment to deter child truancy, laziness and absenteeism enhances retention in primary schools. This agrees to the findings of this study where learners were involved in co-curricular activities, tree planting, pastoral programs, games and clubs in the primary schools visited.

#### **4.2.4.3 Environmental related suggestion**

These are what the participants proposed were to help in enhancing retention, they were to be done under the learners setting, that is school environment and home environment to be friendly to avoid dropouts and absenteeism in school. It is what the parents and government should do to encourage retention in primary schools. The above theme is explained by the use of the following codes; creating a conducive environment by teachers, parents and government, parents to monitor, love, treat their children equally and provide basic need to them, parents to stop forcing their girls to be married off after Female Genital Mutilation (FGM) and not taking boys to moranism (masaai culture), government to implement School Feeding Programs (SFP) and do it consistently and fulfil its pledges, government to increase FPE/SFP and disburse them in advance for smooth learning, government to employ more teachers by balancing gender (employing male teachers where there is none to be a role model to boy child) and experts in guidance and counselling, government to curb corruption to implement SFP and FPE, government to build more boarding schools and polytechnic to cater for talented pupils, government to fund co-curricular activities and examine them like other subjects in KCPE, government to bring back the cane since there is moral decay in schools, learned people are not employed so the government to create jobs by curbing corruption, teacher inspection to be done regularly. This is illustrated by the following quotations:

“Parents should provide basic needs to their children; they can monitor what their children do in school like their assignments and performance. Ensure that their children come to school”. (Individual interview, p.3, line 13-14 {2018-6-27}).

“Parents should be urged not to give out their children for moranism. They should not retain their children at home to look for their young siblings as they go to market or other duties instead they should find a house helper to do house chores”. (Individual interview, p.4, line 118-120 {2018-6-20}).

“During AGM we discuss with parents that their issues will not make their children miss classes. They should solve their issues at home amicably by not involving their children. We urge them to provide basic needs to their children since our school does not have a feeding program”. (Individual interview, p.4, line 5-8 {2018-6-21}).

“Parents to leave out-dated traditions like boys attending to their livestock and miss school while girls are being married off at an early age after FGM”. (Individual interview, PHTSAp.5, line 122-123 {2018-6-20}).

This is what other participants had to say;

“Yes, SFP influence retention but currently in our school we don’t have School Feeding Program, 99%, pupils came to school because they know there is food in school; parents were motivated because they know that when their children go to school they can eat and learn”. (Individual interview, PCTSA, p.1, line 25-26 {2018-6-20}).

“Government to implement school feeding program, parents to be enlightened on ways of eradicating poverty by engaging in small businesses. Illiterate parents to go to adult schools and gain basic knowledge”. (FGDs, James, p.6, line 26-28 {2018-6-20}). “Government to implement SFP we need it so urgently so that our children will come back to school. Feeding program in my school is inconsistent. We had it last year 2nd term and by that time we had high enrolment but now it has dropped”. (Individual interview, PHTSA, p.4, line 103-105 {2018-6-20}).

“Girls miss classes 4 days every month reason, they don’t have sanitary towels because they are not given on a monthly basis. When they come back they miss lessons and when they do exams some may fail and will be discouraged and drop out of school”. (Individual interview, PCTSB, p.4, line 30-32 {2018-6-21}).

“Inspection to be done regularly so that the government should be aware of what is happening on the ground. Regular inspection will enhance retention”. (Individual interview, PHTSA, p.6, line 158-159 {2018-6-20}).

“We have the best players in our school but we lack funds to enable them to move far with their activities like in music festivals, football, netball and the like. Their talents are supposed to be nurtured. Like now I used to train them music but funds don’t allow us to go far”. (Individual interview, PCTSC, p.4, line 12-15 {2018-6-22}).

“We have only female teachers but we lack male teachers for role models to male learners. We ask the government through TSC to balance male and female teacher when employing”. (Individual interview, PHTSC, p.5, line 7-9 {2018-6-22}).

“Government to build more public polytechnics to take care of the talented children and boarding schools to cater for those girls who are married off at a tender age, parents not to buy phones for their children even if they are rich, it makes them to go to internet and watch pornographic videos”. (FGDs, Sialo, p.6, line 20-23 {2018-6-20}).

“There is a lot of corruption in the government sectors so the government to curb corruption so that they can implement SFP and FPE...” (Individual interview, p.6, line,25-26 {2018-6-20}).

The government should employ more teachers, add more infrastructures e.g. buy more desks, and build more classes for high enrolment of learners. Co-curricular activities to be incorporated in the teaching subjects in class and be examined so that they work hard and pass exams. The government to give more funds to enhance co-curricular activities. The government to disband funds consistently. Mostly they delay FPE funds. (Individual interview, PCTSC, p.4, line 17-21 {2018-6-22}).

“...the government should be strict on early pregnancy, to judge both the male and female not only judging the girl child...” (FGDs, Alvin, p.5, line 6-7 {2018-6-22}).

I feel there should be a plan of building more of primary boarding schools mainly for girls because most girls are vulnerable to like early pregnancies, also more primary schools to be built nearer their homes because the schools are scattered and learners walk long distances to school. (Individual interview, PCTSC, p.3, line 27-30 {2018-6-21}).

“..The government to Provide more trained teachers in guidance and counselling. We do not have experts to deal with serious challenges when learners are stressed and depressed. (Individual interview, PCTSB, p.4, line 23-25 {2018-6-21}).

The government to provide more teaching and learning resources, e.g. textbooks like if it gets lost we are forced to pay for them. Employ more teachers mostly experts in guidance and counselling to help in difficult cases like drug abuse, stressed and depressed pupils. (FGDs Roy, p.4, line 30-33 {2018-6-21}).

The above quotations suggest that there is a lot the government and parents should do to enhance retention of learners in primary schools towards completion of basic education. Mathu (2016) supports this study by suggesting that the government to increase Free Primary Education funds to enhance high retention rates for learners in public primary schools. The government should provide better facilities like building more boarding

primary schools, provision of teaching and learning materials to reduce school dropout rates. Also quality assurance officers to be more vibrant in supervising the management of public primary schools as well as the administration of curriculum to ensure that pupils are retained in schools to get quality education. This agrees with the findings of this study where the researcher found out two schools without feeding programs, which had a low enrolment while the other two schools had provision of feeding programs with a high enrolment of learners.

Hussain et al, (2011) came up with effective measures that enhance retention; school related measures, financial measures and other measures like community involvement and adult education programs. This agrees with the findings of this study as the participants suggested that the government to implement feeding programs and free education to enhance retention. The government to build more polytechnics, boarding and day primary schools, creating awareness on the importance of education to the community and sensitize on adult education to the community to get basic education. Rural community members to be educated on the importance of the programs so as to encourage their full support for the program operation to enhance retention (Yendaw & Dayour, 2015). The researcher found out that most of the parents' dintvalue education of their children because they were not supporting them in their studies; this is because most of them did not go through basic education.

Tinto(2017) suggests that good school programs allow students to interact with one another and develop holistically; socially, spiritually, mentally, morally and emotionally. If the school strategies and programs do not merge students' interest then there will be high wastage rate, high repetition and dropout rate.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 INTRODUCTION

This study presents research summary findings in line with research objectives, discusses the findings, draws conclusions based on the findings and finally captures the study recommendations and also provides suggestions for further research studies. This study aimed at exploring strategies that enhance retention in public primary schools. The study took place in four selected public primary schools (school A, B, C and D) in Narok County, Kenya.

The study used five stages of thematic analysis, Smith and Firth (2011) as cited in Braun and Clark's (2006); themes were generated from the four research questions. A qualitative approach was used, with an interpretivist paradigm and it was positioned under multiple-case study. Individual semi-structured interviews and focused group discussion were used to generate the data with the 40 participants consisting 12 interviews selected purposefully. Thematic analysis was used to analyze the data while Tinto's retention theory was used to make meaning of the findings.

## **5.1 Summary of Findings**

This section provides a summary of all the themes generated through thematic analysis. The themes answered the four research questions. The findings of this work were derived from the study objectives. In review, the study addressed the following research objectives:

1. To identify the existing strategies for enhancing retention in the selected public primary schools in Narok County; Kenya
2. To explore the usefulness of existing strategies and programmes in enhancing retention in the selected public primary schools in Narok County; Kenya
3. To establish challenges faced by primary school head teachers, class teachers and pupils in the implementation of retention strategies in selected public primary schools in Narok County; Kenya
4. To come up with suggestions from head teachers, class teachers and learners, on strategies that can enhance retention among pupils in selected public primary schools in Narok County; Kenya

### **5.1.1 Identifying and exploring the existing strategies**

From the thematic analysis, three themes emerged to answer objective one. Research question one sought to find out the existing strategies whether they were in their working conditions and whether they were enhancing retention of pupils in public primary schools in Narok County. It is evident from the findings that the following were the strategies which majority of participants pointed out were enhancing retention rates: Free Primary

Education, School Feeding Programs, home-grown programs, guidance and counselling, conducive environment, teaching and learning resources, pastoral programs in schools, teaching of life skills, games and sports, co-curricular activities, tree planting projects, provision of basic needs to name but a few. Majority of the participants were in agreement that the above strategies kept learners in school till the completion of the primary education. However, out of the four schools the researcher visited, two of them didn't have school feeding programs; they were inconsistent which encouraged a high number of learners to drop out of school before completion of standard eight. A few participants pointed out that guidance and counselling moulded the learners to be good role models but other schools were missing experts who were to deal with serious cases like stress, depression, child truancy, drug and substance abuse.

### **5.1.2 Usefulness of the existing strategies**

From the thematic analysis, again three themes emerged which answered research question two, which was exploring out the usefulness of the available strategies. Majority of participants appreciated the government's efforts on the provision of Free Primary Education (FPE) and School Feeding Programs (SFP), which influenced retention rate in public primary schools in the study area. The study established high enrolment, attendance and improvement in completion rate with the provision of FPE, SFP, guidance and counselling and provision of basic needs. However, it was not the same in other schools which experienced low enrolment and high dropout of learners in upper primary schools mostly boys were dropping out who were overage and went to do casual jobs like charcoal burning, mining in a nearby quarry and motorbike riders. Teachers' provision of a conducive environment to their learners encouraged them to be in school and study. It



was revealed out by pupils that those parents who provide basic needs for them influenced their stay in school and made them to be good performers in class as they created a friendly environment from home to school.

Learners were not wasting time going for lunch as their food was catered for which increased their concentration in class. Provision of teaching and learning resources enhanced retention as the government provided textbooks, did repair and maintenance, learners were not sent home for buying of textbooks. However, it was not the same in other schools where one textbook was shared among four learners, the teaching and learning materials were inadequate in other public primary schools.

### **5.1.3 Challenges teachers and pupils face with the existing strategies and programs**

From the thematic analysis, three themes emerged to answer the third research question on the challenges teachers and their pupils faced with the existing strategies and programs. Majority of the participants pointed out that there was a challenge with school feeding programs which were inconsistent and in the two schools visited the feeding programs were not working at all, inadequate and delay of Free Primary Education (FPE) funds disturbed the running of the school programs where teachers went to class without chalks and other teaching and learning resources, for example, four learners were sharing one text book in one of the schools visited. The study also found out other challenges like poor teacher-pupil and parent-relations; teachers were abusing their learners openly lowering their self-esteem while parents neglected their children by not providing basic needs. Low community participation was prevalent as parents were not supportive to the schools as they nicknamed one of the schools visited as “*shule ya wanawake*” school of women, since all teachers were female. The parents did not care about the education of

their children; they were not even attending any parent meeting. The study found out that high rate of boys from upper classes dropped out to do casual jobs since they were overage in their classes. Death of one or both parents, migration of parents, unemployed educated family members, and cultural practices encouraged dropout hence low retention rate. The Masaai community valued so much their traditions where girls are married off at an early age after initiations, boys are sent for moranism, and herding livestock, these affected retention in the area so much.

#### **5.1.4 Suggestions to the challenges faced by teachers and pupils**

The study came up with suggestions from the participants to curb the challenges faced by teachers and their pupils in public primary schools in Narok County. From the thematic analysis, three themes emerged. The study established that it is high time for the government through the ministry of education to come in and implement the School Feeding Program in order to enhance retention in this Arid and Semi-arid Lands of Narok County. This is due to natural calamities like drought and floods, heavy rains comes once and destroys many things by taking away animals, crops and people through floods. The government should increase Free Primary Education funds to enhance retention by providing better facilities like building more boarding primary schools to assist these young girls who are married off at a tender age, building of more polytechnics to cater for talented learners, provision of more teaching and learning resources to cater for large classes where the ratio was 1: 60 and 1:90, do more and regular inspection by Quality Assurance Officers (QASO) so as to be aware of what happens at the ground, poverty eradication policies and actions to be made since the community of the study area didn't have any income generating activities thus hindering them in the provision of basic needs

for their children hence some of them dropped out of school. Guidance and counselling should be strengthened and the government to chip in and employ experts who will deal with complex challenges of the learners. Participants revealed out that games, clubs, gender appropriate facilities, peer counselling, academic counselling, rewarding good performance, giving out punishments to deter (child truancy, absenteeism and laziness) gender balance staff, normal class size, learners having strong relationship with and among themselves and their teachers, by having a positive attitude towards the subjects taught and teachers enhanced retention and lowers dropout cases in the study area. Some participants suggested that community involvement and adult education programs to be activated to enable illiterate parents to get basic education, which will enable them, embrace education of their children at large.

## **5.2 Conclusions**

The purpose of this study was to explore the strategies of enhancing retention among pupils in public primary schools in Narok County. The analysis from the interviews and focus group discussions served to provide rich insights into exploring the existing strategies for enhancing retention in public primary schools, usefulness of the existing strategies, challenges teachers and their pupils faced and the suggestions to the challenges faced. In the view of the foregoing findings, the below are the conclusions presented in order of the study's objectives.

Regarding the first objective, which sought to find out the existing strategies that enhanced retention of learners in primary schools, it was evident that Free Primary Education (FPE), School Feeding Programs (SFP), conducive environment, teaching and

learning resources, guidance and counselling, co-curricular activities were the existing strategies, which enhanced retention. Other strategies include: pastoral program, manageable syllabus, sporting activities, games and club, pupils carrying own food, tree planting influenced retention. FPE was provided in all the public primary schools but feeding programs in other schools were not working and participants urged the government to implement it to enhance retention.

Concerning the usefulness of the existing strategies, it was established that school-feeding programs when it is consistent, Free Primary Education, teaching and learning resources, Guidance and Counselling and co-curricular activities enhanced retention by increment in enrolment, attendance and improved completion rate in public primary schools in Narok County. Participants appreciated the government for its provision of mostly Free Primary Education (FPE), which made learners not to be sent home for fees and textbooks since the government catered for them, the pupils got humble time to concentrate in class and perform well until completion of class eight. The schools with consistent of School Feeding Programs also encouraged high enrolment and learners were not wasting time on the way to go for lunch as they were eating in school. Parents diverted lunch money to other duties. Guidance and counselling helped the learners with complex challenges like those who were stressed, depressed and those who were drug addicts. Conducive and child-centred environment enhanced retention. The findings revealed that consistent SFP, adequate FPE funds, experts in guidance and counselling, adequate teachers and infrastructure would help a lot in retaining learners until completion of eight years in primary schools and gain basic education and skills which will help the learners in their future lives.

In relation to the challenges that teachers and their pupils faced with the existing strategies in public primary schools in Narok County, it was concluded that teachers and pupils faced so many challenges, which made some of the pupils to drop out of school. Inadequate and delay of Free Primary Education (FPE) funds made the school activities not to run smoothly as teachers went to teach without chalks, four learners were sharing one textbook and were unable to finish home assignments. Teaching and learning resources were found to be inadequate for the increasing numbers of learners in other schools, which had most of the existing strategies. Poverty was a challenge, as the community around the schools visited did not have any income generating activities thus hindering them from providing basic needs to their children. They pointed out that the community as not supportive, they were acting as spectators even they nicknamed one of the schools as “*shule ya wanawake*” since all the teachers were female. This showed bad relationship and it demotivated teachers in their teaching career. There were high dropout cases in upper classes with boys leading who dropped to do casual jobs.

About the suggestions to the challenges faced by the teachers and their pupils, the study concluded that there was an urgent need for the implementation of the School Feeding Programs in Narok County being one of the marginalized areas and a semi-arid land, government to increase Free Primary Education (FPE) funds and disburse them in advance to avoid delays in buying teaching and learning resources, government to strengthen guidance and counselling and employ experts who will deal with psychological complex challenges, government to gender balance staff when employing through Teachers Service Commission (TSC) like one of the schools visited, boys were complaining that they didn't have a role model as all teachers employed in that school

were all females. Government to find a way to be prepared for natural calamities like drought and floods. Learners to build good relationship with their teachers and the subjects taught. Parents to embrace education of their children and be involved in school activities and feel they belong to that school. Create awareness on basic education and those illiterate parents to enrol in the adult education programs to get basic education. The Masai community to be sensitized on the importance of education and leave the traditions and cultures that are not valuable.

From the findings, the researcher concluded that due to many challenges faced in the study area, it is evident that the people of Narok County will not benefit from the constitution of Kenya 2010 which advocates for all children to have a right to education, many of the dropouts may end up engaging in crime activities that will make life unbearable in the society and poverty will be high in the area. Also Sustainable Development Goal (SDGs) number four and Kenya Vision 2030 will not be achieved.

### **5.3 Recommendations to Policy Makers and Implementers**

Based on the findings, the following recommendations were made: The government to increase School Feeding Programs (SFP) and Free Primary Education (FPE) funds and disburse it in time to cater for Teaching and learning resources, which were inadequate.

The policy makers to organize for regular inspection and implement on what they have suggested. Government to employ more teachers through Teachers Service Commission (TSC), experts in guidance and counselling and be gender sensitive by balancing males and females.

Government to formulate policies favourable to male learners, boy child is now an endangered species and all learners in general to enhance retention rates through provision of learning facilities in the Arid and Semi-Arid Lands (ASAL), informal settlement and marginalized areas. Parents and guardians to be sensitized on the need to provide basic needs and imparting life skills to their children, which will enhance school completion.

Parents to allow their teenage girls to go back to school after giving birth. Head teachers to strengthen Guidance and counselling and have enough skills by assigning experts to deal with psychological and social challenges, which learners face.

Head teachers should create a conducive and child friendly environment, follow student absenteeism, develop measures of discipline and sensitize parents on the importance of educating their children, which will enhance retention.

#### **5.4 Recommendations for Further Research**

1. A replicate of the same study to be done in a different County with the same characteristics.
2. Since this study was restricted to the public primary schools in Narok County, it could be stretched or done to all schools including private primary schools.
3. The study was done with standard eight pupils, it will be significant to do a study with upper classes from class four to eight since drop out cases are high in upper classes

*“Education is the most powerful weapon which you can use to change the world”*

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## APPENDICES

### APPENDIX A: INTRODUCTION LETTER

**Researcher: Jemima K. Asiago**

**Phone Number : 0721179513**

**Address: P.O. Box 3900-30100 ELDORET-KENYA**

**Email: [jemyasi@gmail.com](mailto:jemyasi@gmail.com)**

Dear Participant,

#### **RE: INVITATION LETTER**

I am Jemima Asiago, a student at Moi University doing Masters in Educational Research. I intend to conduct a study on **Strategies for enhancing retention among pupils in the selected public primary schools in Narok County**. This research proposal has been approved by Moi University and the National Commission for Science, Technology and Innovation (NACOSTI). The purpose of this letter is to request you to consider participating in this study. The research meets the necessities of the Research Ethics Committee of Moi University. The study will commence in June, 2018 and will take two weeks.

I kindly request your participation in this study which will involve the use of Interviews and Focused Group Discussion which will take 30-40 minutes. The researcher may take audio recording with participants' consent. The research has no known risks or discomfort which will be anticipated from your participation in this study. Your participation in data generation process will be completely voluntary, you may withdraw from the study at any time without any penalty and any information collected at the withdrawal time will be disregarded. There are no direct benefits gained from this study. The information given will be treated with utmost confidentiality during and after the study.

The study is only for educational purposes. The participants' identity will be anonymous. If there is any question about your rights as a participant in this study and if you need any clarification of any kind, you are free to contact the researcher by using the contacts given above.

If you would like to participate in this study please complete and return the attached form. Thank you in advance for reading this information. Your cooperation will be highly appreciated.

Yours sincerely

Jemima K. Asiago

## APPENDIX B: SCHOOL CONSENT FORM

### SCHOOL CONSENT FORM FOR SELECTED PUBLIC PRIMARY SCHOOLS

Researcher: Jemima K. Asiago

Phone no. 0721179513 Email [jemyasi@gmail.com](mailto:jemyasi@gmail.com)

**To the Head teacher**

**School Name .....**

Dear Sir/Madam,

**RE: Permission to gather data in your institution on strategies that enhance retention among primary school pupils.**

I am kindly seeking for permission and your consent to conduct a research among head teacher, class teacher for standard eight and class eight pupils. I will use interviews and Focus Group Discussion (FGDs) to the selected participants. I will use audio recording when conducting a (FGDs) to enhance concentration of the researcher and transcribing will be done later. The research has no harm to you, class teachers and class eight pupils, so no caution needed when carrying out this research.

Moi University and National Commission for Science, Technology and Innovation (NACOSTI) has approved my research proposal and therefore, I humbly seek your consent to conduct a research in your institution. The research will take approximately 14 days. Kindly take time to read cautiously and comprehend any associated information.

I have read the research topic explaining the purpose of this study and understand that:

The role of the school is voluntary.

The names of the head teachers, class teachers and pupils will not be used and any individual teacher will not be identifiable in any written report concerning the study.

The school will not be mentioned in any written report about the study whatsoever.

Participants may decide to withdraw from the study at any time without a penalty.

A report of findings will be made available to the school.

All information obtained will be treated as confidential.

Class eight pupils will be requested to take part and agreement will be required from them and their parents.

Only educators/teachers and pupils who will sign an agreement will take part in the research.

Strict confidence will be taken to the information acquired from the participants.

No known risks or harm concerning this study.

Your sign in this consent form indicates that you have carefully read the information provided on this form and you have fully understood the researcher's expectations from the participants.

**Consent.**

I give consent for my school ..... to participate in the above study. I have read and understood the accompanying letter and information leaflet. I know what the study is about and the part my school will be involved in. I know that members of my school do not have to answer all of the questions and that they can decide not to continue at any time.

Researcher

Name ..... Signature ..... Date .....

Head teacher

Name ..... Signature..... Date .....

If you have any queries concerning your rights as a member in this study or if you feel you or your institution have been put in danger, you can contact Prof. Violet Opat, the Chair of the Human Subject Committee and Institutional Review Board, phone number 0722 292656. For additional information please check on [www.mu.ac.ke](http://www.mu.ac.ke)

Please return to: Jemima Asiago

**APPENDIX C: CONSENT FORM FOR TEACHER-PARTICIPANTS**

**TOPIC: STRATEGIES FOR ENHANCING RETENTION RATES IN PUBLIC PRIMARY SCHOOLS IN NAROK COUNTY; KENYA**

You are being asked to participate in this study. You will be provided with information which will assist you to understand this study and be able to explain what you will be expected as a participant. The guidelines include: risks, benefits and rights. Please feel free to ask the researcher to clarify to you anything that you may not understand well.

Written consent will be signed by you as an agreement to participate where you will indicate a signature, date and your initials to verify that you understand and agree to the conditions given. If under age, parents will be given written assent for you to participate in the study. Report any concern to the researcher's telephone number provided. Feel free to call this number (0721179513) in case of any problem related to the study.

I give consent to participate in the research study on strategies that enhance retention among pupils in selected public primary schools in Narok County, Kenya

I have read and understood the information about this study that:

The teacher's role is voluntary.

Participants may pull out from the study at any time without any consequences.

Teachers who consent will be the only ones to participate in the study.

The teachers' names will not be used and individual teachers will not be identifiable in any written reports about the study.

All information obtained will be treated with a lot of confidence.

A report of the findings will be made available to the school

I, along with the Researcher, agree to sign and date this informed consent form. I may search for further information on the study from Jemima Asiago phone no. 0721179513

**Participant:** .....      **Signature** .....      **Date** .....

**Researcher:** .....      **Signature** .....      **Date** .....



## APPENDIX D: PARENT CONSENT FOR CHILD PARTICIPATION

Dear Parent/Guardian

I am Jemima Asiago, a postgraduate student of Moi University undertaking a Master of Education degree in Research. I humbly request permission for your child to participate in a research study on **strategies for enhancing retention among pupils in selected public primary schools in Narok County; Kenya**

The study will be explained in terms that your child will understand and your child will participate only if he or she agrees to do so.

Please feel free to ask the researcher to clarify to you anything that you may not understand well.

Your child's participation in this research is voluntary.

He/she will not get any payment for participating.

He/she is free to withdraw at any time without any penalty and if he/she withdraws from the study, no one in the school will know or will be told.

Your child will be involved in Focus Group Discussion, which will be facilitated by the researcher. The interview will take approximately 30-40 minute per session and it will not interfere with class programmes. It will be done after classes

Notes will be taken and audio recording will be done during the interview.

Your child's confidentiality will remain secure. Pseudonyms will be used to protect anonymity of individual and institutions.

The head teacher, class teacher or any educators will not be available at the interview venue and will not have any contact with the field notes taken.

The research study has been approved by Moi University, National Commission for Science, Technology and Innovation (NACOSTI), Narok County Education Officer and the selected public primary schools.

I have read and understood the clarification delivered to me. My questions have been answered fully to my gratification and I voluntary agree for my kid to take part in the research. A copy of the consent form has been given to me.

Parent's Signature .....Date .....

Parent's Thumb print .....Date .....

Investigator's Signature .....Date.....0721 179 513

Email [jemyasi@gmail.com](mailto:jemyasi@gmail.com)

## **APPENDIX E: INTERVIEW GUIDE FOR HEAD TEACHERS & CLASS TEACHERS**

I am Jemima a Post graduate student at Moi University taking Educational Research on the strategies that enhance retention rates among pupils in public primary school. I would wish to request for your support in achieving the research objectives. Please, answer the following questions on your role as the Head teacher/class teacher concerning retention rates in your school.

The information you offer will only be used for the purposes of this study and will be treated as confidential. Kindly, answer the questions to the best of your ability, you are guaranteed that all information given will be treated with confidentiality and anonymity.

### **Identifying of available strategies in school**

As a head/class teacher, have you ever experienced a challenge of pupil retention in your school? Yes ( ) No ( )

If yes, what strategies do you use to enhance retention of pupils? Do you think FPE&SFP influence pupils' retention in your school?

### **Examining Effectiveness of SFP & FPE**

The government introduced SFP & FPE with an intention of enhancing retention, has the government achieved that objective in your school? Explain your answer in one above.

Do you experience high enrolment, attendance, completion rate since the introduction of SFP & FPE in your school? Why? Explain further.

What other strategies do you think can be introduced to enhance retention?

In your view, do you think FPE reduced in any way the retention power of your school?

With the introduction of SFP in your school, a number of pupils got enrolled, did they complete the primary school cycle? Explain.

### **Challenges**

What challenges do you experience with SFP & FPE in relation to retention?

Do you experience absenteeism and school dropout? How big is the problem?

Why do pupils still drop out of school regardless of the government's providing of SFP & FPE to curb the vice?

### **Suggestions/Intervention measures**

What do you do to eliminate school dropout? What do you do to minimize absenteeism? What do you think the stakeholders (parents, school administration and the government) should do to enhance retention in primary schools? What factors in school contribute to low retention and what can be done to enhance retention

**Thank you.**

## **APPENDIX F: FOCUSED GROUP DISCUSSION FOR PUPILS**

My name is Jemima Asiago, a Post graduate student at Moi University taking Educational Research on the Strategies that enhance retention among pupils in public primary schools. I would wish to request for your support in achieving the research objectives. Please, answer the following questions on your role as the learner concerning retention in your school.

Gender Male            ( )    Female            ( )

### **Identification of the available strategies**

What keeps you in school? Is it food or is it because the government is paying for you?

Do you know of any pupil who left school even with the introduction of SFP/FPE?

What do you think can be done to retain pupils in school?

### **Examining Effectiveness of SFP & FPE**

Explain briefly on FPE and SFP? Do they enhance retention, enrolment, attendance and completion rates in your school?

Do you have a brother or a sister or a friend who dropped out of school? Explain.

### **Challenges**

What challenges do you experience with SFP and FPE?

Do you experience absenteeism and school dropout? How big is the problem?

Please, can you identify your classmates who dropped out of school and give reasons of their dropping out of school?

Why do pupils still drop out of school despite the government's provision of FPE and SFP?

How far is the school from home? Does the distance affect your schooling? Have you missed classes and why? What of your classmates?

What do you think should be done to reduce drop out and absenteeism?

### **Suggestions/Intervention Measures**

What do you think can be done in eliminating school dropout, and minimizing absenteeism?

What are your suggestions concerning retention in your school?

Other questions will also emerge during the FGDs from what the participants will say. The researcher will use probing, clarifying and follow up questions.

Thanks for your time and co-operation.

## APPENDIX G: STATISTICS ON ENROLMENT FOR 2018 & 2019 FROM COUNTY DIRECTOR OF EDUCATION NAROK

PRIMARY SCHOOLS ENROLMENT BY CLASS AND SEX 2018 (NAROK COUNTY)																			
SUB COUNTY	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		GRAND TOTAL		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	TOTAL
NAROK NORTH	3581	3189	3122	2928	2885	2875	3328	3200	3279	3082	2870	3008	2770	2928	2019	2003	<b>23854</b>	<b>23213</b>	<b>47,067</b>
NAROK SOUTH	7433	7014	7000	6778	7030	6731	7078	6596	6478	6360	6304	5906	6330	5991	4358	3802	<b>52011</b>	<b>49178</b>	<b>101,189</b>
TRANSNARA WEST	3940	3907	4107	3578	3841	3847	3837	7095	3617	6530	3502	3369	3721	3377	2475	2313	<b>29044</b>	<b>34016</b>	<b>63,060</b>
TRANSNARA EAST	2663	2616	2607	2343	2578	2445	2501	2383	2352	2358	2535	2408	2338	2414	1283	1277	<b>18857</b>	<b>18244</b>	<b>37,101</b>
NAROK WEST	1898	1635	1856	1642	2035	1215	1768	1821	1699	1726	1643	1501	1481	1663	1212	1187	<b>13592</b>	<b>12390</b>	<b>25,982</b>
NAROK EAST	3360	2871	3085	2682	2831	2545	2900	4027	2747	2774	2558	2299	2477	2286	1770	1453	<b>21723</b>	<b>20937</b>	<b>42,660</b>
SUB TOTAL	22875	21232	21777	19951	21200	19658	21412	25122	20167	22830	19412	18491	19117	18659	13121	12035	<b>159,081</b>	<b>157,978</b>	<b>317,059</b>
	44,107		41,728		40,858		46,534		42,997		37,903		37,776		25,156		<b>317,059</b>		

For: COUNTY DIRECTOR  
OF EDUCATION  
24 APR 2019  
NAROK COUNTY  
P. O. Box 18-20500 NAROK

NAROK COUNTY																			
PRIMARY SCHOOL ENROLMENT BY CLASS AND SEX 2019																			
	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		GRAND TOTAL		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	TOTAL
NAROK NORTH	3496	3327	3472	3134	3025	3076	3216	3279	3258	3655	3048	3090	2980	2948	2138	2097	24736	26923	51659
NAROK SOUTH	3950	3774	3889	3576	3726	3376	3808	3566	3524	3673	3639	3835	3432	3432	2339	2042	28307	27274	55581
TRANS WEST	3446	3261	3237	3205	3097	2936	3218	3229	3152	3192	3013	3616	3217	3277	2193	2159	24573	23692	48265
TRANS EAST	296	301	305	258	261	228	258	296	249	219	248	262	259	256	166	136	2042	1906	3948
NAROK WEST	2319	2091	2188	1990	2007	1759	2086	1845	2125	1846	1948	1783	1837	1704	2033	1645	16622	14588	31210
NAROK EAST	1930	1784	1790	1684	1666	1606	1732	1676	1732	1693	1664	1705	1504	1584	1266	1140	13224	12872	26096
SUB TOTAL	15437	14538	14831	13847	13862	12981	14318	13891	14040	14278	13560	14291	13229	13201	10075	9219	109904	107255	216759
TOTAL	29975		28678		26843		28209		28318		27851		26430		19294		<b>216759</b>		

For: COUNTY DIRECTOR  
OF EDUCATION  
24 APR 2019  
NAROK COUNTY  
P. O. Box 18-20500 NAROK

## APPENDIX H: STATISTICS ON TEENAGE PREGNANCIES

### NAROK COUNTY REPRODUCTIVE HEALTH TEENAGE STATUS

DATA FOR JAN TO DEC 2017

*School going Children:*

SUB-COUNTIES	FAMILY PLANNING UP TAKE		TEENAGE PREGNANCY	
	10-14 YRS	15-19YRS	10-14YRS	15-19YRS
9 NAROK NORTH	395	631	229	1645
6 NAROK EAST	3	121	38	688
1 NAROK SOUTH	353	438	97	2480
3 NAROK WEST	11	552	148	2008
2 TRANS-MARAWEST	43	1594	151	2079
5 TRANS-MARA EAST	10	597	9	1289
COUNTY TOTAL	815	3933	672	10189

DATA FOR JANUARY TO JUNE, 2018

SUB-COUNTIES	FAMILY PLANNING UPTAKE		TEENAGE PREGNANCY	
	10-14YRS	15-19 YRS	10-14 YRS	15-19 YRS
6 NAROK EAST	11	87	32	604
4 NAROK NORTH	58	368	44	1011
7 NAROK SOUTH	7	316	128	1545
3 NAROK WEST	4	279	57	1169
1 TRANS-MARA WEST	38	1247	44	1793
5 TRANS-MARA EAST	7	396	39	813
COUNTY TOTAL	125	2693	344	6935

For: COUNTY DIRECTOR  
OF EDUCATION  
24 APR 2018  
NAROK COUNTY  
P. O. Box 18-20500 NAROK

**APPENDIX I: LIST OF DROPOUTS IN YEAR 2018 NAROK COUNTY**

**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**  
**NAROK COUNTY** **NAROK WEST SUB-COUNTY**  
**LIST OF SCHOOL DROP OUTS IN PRIMARY SCHOOLS IN 2018**

NO.	SCHOOL	BOYS	GIRLS	TOTAL
1	ILKIMITARE PRIMARY	1	1	2
2	SEKINANI PRIMARY	2	0	2
3	AGANGA PRIMARY	2	0	2
4	MARARRANDA BOARDING	0	1	1
5	KIPASAN PRIMARY	0	1	1
6	EMORIJOI PRIMARY	1	2	3
7	OLEREUT PRIMARY	0	2	2
8	IRKAAT PRIMARY	0	3	3
9	LEPOLOS PRIMARY	0	3	3
10	OSARARA	1	0	1
11	ESOTT PRIMARY	10	5	15
12	OSITETI	5	5	10
	<b>TOTAL</b>	<b>22</b>	<b>23</b>	<b>45</b>

For: COUNTY DIRECTOR  
OF EDUCATION  
24 APR 2019  
NAROK COUNTY  
P. O. Box 18-20500 NAROK

## APPENDIX J: SAMPLE OF TRANSCRIPTION

### School D. Head teacher Interview Transcription on 27/06/2018

Researcher (R): As the head teacher, have you ever experienced a challenge of pupil retention in your school?

Participant Head Teacher School D(PHSD): Problem of pupil retention? Yeah, we use home-grown meals, like we do have home-grown meals school program , at times they take too long to provide the meals and we find that when there are no meals the children stay at home and they don't come to school until they get news that there is food in school, they come to school when meals are available like now we have almost 98% because the meals are available, we have a few cases of absentees who may be very sick. Food retains them here

R: If yes what strategies do use to enhance retention in your school?

PHSD: As the head teacher, I try to make the schoolchild friendly . We provide tea and porridge at 10.00am and they really enjoy. Initially, they were carrying their drinks on plastic bottles which were not good for their health, sometimes it is cold or if its tea it goes bad/sour that is why we introduced porridge. We also involve learners in commercial work like planting their trees and water them on a daily basis, this is one way of keeping them in school and they don't become idle. They make sure that there is no damage to their trees. They enjoy watering their trees. That is one way of keeping them in school. We also do a lot of co-curricular activities which they really love to play like competition in ball games e.g. football, netball, whenever there are co-curricular activities they are all in school and they really like doing competition with other neighbouring schools . The way we handle them in class is very child-friendly we try to bring them closer like when we do guidance and counseling they really enjoy because we group girls and boys and they interact with teachers and they enjoy. We also have pastoral programs where they give out their testimonies, sing and they are encouraged spiritually, and they are grouped according to their denominations.

R: Do you think FPE influence pupils retention in your school?

PHSD: Yes, it does,

R: Just explain more

PHSD: FPE has done much in my school in retaining pupils, like in this school we find that most of the community around here they are not financially stable . There are no much economic activities to be done by the parents of these pupils most of them do casual jobs. Generally, they are poor. So FP has helped to retain these pupils in the school. Unlike there before when we used to chase them home for fees , they don't go for fees because now the government is providing us with everything like the activity fees , there is plenty of teaching and learning resources like books, pencils so they have no reason as to why they can miss classes.

R: How do you gauge FPE?

PHSD: It is never enough like in this school we don't have any income generating project. We entirely depend on FPE and the parents are poor. The government is still allocating funds for 229 pupils and the enrolment has increased to 436 which are not enough.

R: What of SFP?

PHSD: SFP influence retention, it has done a lot even with children who come from far, like now if you come in the afternoon you find the pupils in lower primary hung around waiting for their brothers and sisters to go home. Since they have eaten lunch and they are full they can stay up to 4 pm and go home with the rest as their parents lock the house and go for casual jobs knowing that when there is food in school, the pupils will be okay up to the evening.

R: The government introduced SFP with an intention of enhancing retention has the government achieved that objective in your school?

PHSD: To some extent it has.

R: Explain

PHSD: It has achieved retention like the number of pupils has increased. Even teachers they are a staff of 13 they all feed here with pupils so there is no reason for them to hurry the lesson and go for lunch.

R: What of FPE?

PHSD: According to me to some extent it has. The only challenge we have is that we have high enrolment where the classes are not enough, toilets are few and overcrowding in the class whereby we have a ratio of 1:55. At times the teachers will not be effective to individual differences, the learners are not cooperating because the teachers sometimes are forced to give little work which they can be able to mark and do the correction. We normally don't give them 100% attention because in a class we have introverts, extroverts, slow learners and fast learners; it is very hard when the class is large to cater for individual differences.

R: Do you experience high enrolment?

PHSD: Yes, we do, like in the month of January, we experience a lot of migration. Usually, the Maasa is have that habit of migrating. Like last year this school performed very well in KCPE so when we opened there were many children coming to our school, even children from private schools were also coming to our school.

R: What of the attendance?

PHSD: Attendance is so encouraging especially when we have the meals. If a learner is sick they usually wait for the weekend and go for medical attention. I am experiencing a challenge mostly in the upper primary where 3 boys of class eight pupils have dropped out of school and their parents are keeping them at home to look for livestock, they are over-age 16-18 years, some play games around here in total, the market center near the school and they say that they will only come to do KCPE. I had a class of 30 pupils but



now I have 27. I have a plan of bringing those boys back to school by using the chiefs and village elders so that they cannot affect the mean score of the school. Those boys are even the poor performers in class and they are big boys of 16 to 18 years because they have been repeating and they don't feel comfortable with the rest of learners in their class.

R: What of the completion rate?

PHSD: Yeah, there are drop-out cases like early pregnancies , we tried to retain them but both the parents were not supportive and cooperative , at long last we left them to go since we were unable to bring them back, after all, what do we do!. Like these boys who have dropped out of class 8, their parents are able and they even don't care about the education of their children. They don't take any measures of returning their children back to school. sometimes people think that those children of single mothers are the ones who drop out of school but these children are the children with both parents who are able.

R: What other strategies do you think can be introduced to enhance retention?

PHSD: I think boarding schools helps a lot in retaining learners. I wish I had one or two dormitories where I can accommodate such boys you know when they are here you can manage them. I came to learn last week that some of these big boys don't spend the night in their homes. There is an area around here which was allocated for a secondary school but nothing has been done. It is very hard here to initiate a project because people here don't cooperate.

PHSD: If we could be having a good playground it will help learners to participate and compete amongst themselves in several activities in school. Having projects like beekeeping in school, school garden, tree planting animal keeping we could retain them in school

R: In your view, do you think FPE reduced retention rate or increased it?

PHSD: Enrolments has really increased even the village elders help in bringing all those children who are above 4 years automatically they make sure that they are in school. I had one boy who dropped out of school for cheap labor (Looking after livestock), he worked for 1 year and later he discovered that education is important and he came back to school, for now, he is in school and he is very disciplined. The one who employed him was not even paying him.

R: With the introduction of FPE in your school, a number of pupils got enrolled, did they complete the primary school cycle?

PHSD: They did, all of them completed even if like girls got pregnant or are married off, they were to come back and sit for their KCPE. So none of them has gone without a KCPE certificate. Last year one of class 8 girls got married at Uaso Nyiro, we went for her and she came and sat for her KCPE and she passed very well and now she is in secondary school. Good luck she was not pregnant. Absenteeism and dropouts are very low.

R: What challenges do you experience with SFP and FPE in relation to retention?

R: Let us start with SFP.

PHSD: They are there, at times we are supposed to pay for cooks, what we do, we ask parents to pay for the one cook whom we have and sometimes we use FP funds to pay him

PHSD: We have a problem with water, the water around here is salty and it cannot be used for cooking. If the government can give us large tanks to store rainwater it will be helpful. Sometimes we buy water from town. We only depend upon this one tank which we were given by Uaso Nyiro water project. The parents here are not willing to support the school, they have a mentality that education is free and compulsory since the government is paying.

PHSD: The food is not consistent . The food we are using now was given by a donor. We can go for the whole term without food and when there is no food the learners disappear and loiter here and there looking for food. Sometimes when the learners carry food like chapatis and others who don't carry they snatch the food from the one who has and force others to share and they can't get satisfied. So it brings so many cases when they struggle with the little food they have where they fight for it. Utensils are not enough sometimes they share, some pupils don't even come with spoons so they eat with their dirty hands which is unhygienic .

R: What of FPE?

PHSD: At times we are given very little and the demand here could be very high like sometimes we try to buy textbooks for each learner which is impossible so we are forced to buy only 3 textbooks for 3 major subjects in the upper primary: mathematic, English and Kiswahili and the learners buy the rest. For exercise books, we buy the ones of 120 pages and when we ask them to buy the rest you get that they buy 32 pages of exercise books which are filled up very fast. If the government will be able to give us enough for the issue of uniformity so that if it is books we buy books of 120 pages for all learners but now we give them three and they buy 3.

PHSD: In our school, we don't have any income generating project like our security officer we pay him very little which makes him go for a casual job during the day while the school is left with security . The security officer does so to make ends meet. When I tell the parents to chip in they say the government is paying for everything.

PHSD: Sometimes the FPE funds come very late, it comes very hard even for the teachers to go to class to teach without stationaries like chalks, teaching and learning resources. FPE is so good and it has helped these schools academic wise and if we ask parents to buy some textbooks which the government is not providing they refuse and say everything is catered for and they have the don't care attitude. Here the parents don't care for their children's academics; they don't want to put any input at all.

R: Do you experience absenteeism and school dropout in your school?

PHSD: Yes, but it is very minimal and especially when the meals are on. Like in lower primary they are ever in school, the upper primary is where we experience absenteeism and school dropouts. Currently, they are eating rice and beans which is their favourite unlike the other term when they were feeding on dry meals maize and beans. Some miss classes when they are sick and some transfer to other schools. Attendance is so good mostly when we have teaching practice who usually takes them out for physical activities and the pupils really enjoy.

R: What are the major causes of absenteeism/dropouts?

PHSD: During market days most of my learners don't come to school as they stay at home and look after their young ones as the mother goes to the market. Boys will be left to look after their livestock as their fathers take the sheep to the marketplace for selling.

PHSD: We have a problem of culture practices where the boys from my class were on the bush during august holidays for Moranism, when they came back after circumcision the morans came for them from their home or the parents were to part with 2000/-, those whose parents did not afford to pay 2000/- were taken to the bush, after completing Moranism they came to school and they were very stubborn, they were feeling proud, very strong that they have killed a lion, others never came back, some of them they are now in class eight. FGM is also done here but silently, but ones it has been done to girls, they are married off. In my school, I experience the problem of a relationship like boys having affairs with girls even they end up going to the bush and misbehave there by having sex. There is one I caught with his partner red-handed at around 6 pm and they disappeared into the bush. Girls are doing family planning at this young age so that they cannot conceive. They are even using protective measures so that the girls will not conceive but finally there is a moral decay in our society. Some even come with phones in school like there is one phone we found but they refused to tell me the owner of it. if by accidentally they conceive they go for abortion or others will give birth and come back to class and others are married off.

PHSD: We have a few cases of a drug addict. They keep it under the tongue and they say that they feel good. Mostly boys are the ones who use drugs.

PHSD: Parents don't care when their children don't come to school, they don't even come to school to see how their children are performing. During parents day meetings these parents don't attend instead they send the elder brothers or sisters to attend on their behalf, this elder brothers or sisters some of them are the ones who dropped out of this school at class eight.

R: Why do pupils still drop out of school despite the government's provision of SFP and FPE?

PHSD: Most cases of school dropouts, we get from the single parents' children, for example, the ones who dropped out in class 8 all of them are from the single parent family. These boys are very big and tall and they don't even listen to their parents. Most of the trouble-shooters here we get them from single-parent families. Masaais like transferring their children to go and stay with their grandparents where they are not moulded at all as the grandparents are very soft to discipline them when they are in mistakes.

PHSD: Family issues like broken families tend to affect learning in my school. It encourages school dropouts may be when the separate or when they have divorced even wife buttering is a problem here. Example there is one boy in my class who is so disturbed because he was born out of wedlock and the two parents don't show love to him, he opted to drop out of school since the mother does not love him as she says that he reminds her of the man who impregnated her and left her and now she hates him.

PHSD: There is a lot of negligence on the side of parents, they say that they only wait for their children to finish class 8 and that's all. They don't care about their children joining secondary schools.

PHSD: Cultural practices also interfere with learning although they are minimal e.g. when they are circumcised they feel that they are big enough and some even get married off and leave school. In last year I had a case of one boy who was circumcised and he never came back . After circumcision immediately they start misbehaving feeling that they are grownups now.

R: What are the intervention measures to be taken to eliminate school dropouts and absenteeism?

PHSD: The school can put some mechanisms to curb this, by talking to the learners and tell them that after all this is your own life, don't mess with yourself, you need a bright future if you work hard . Remember we are not giving corporal punishment but at times we control it by talking to learners and encourage them to be good role models in the society and they change like there was a boy who almost fought the teacher and his mother, but we talked to him and counselled him not to get curses mostly from the parents.

R: What do you think the stakeholders can do to enhance retention in primary schools?

PHSD: I think the parents can come up with the project of building a boarding facility for retaining the learners.

R: Emmmh.....

PHSD: We don't have teachers' houses so we cannot accept learners to come with mattresses and sleep here since we have the electricity, security so they can be able to study overnight. Pupils were asking to be sleeping in school so as to maximize their time and study hard in preparation of KCPE but since the teachers are not staying in school we thought it would risky for them to sleep.

PHSD: Our school is not fenced; if the parents will help with fencing it will be very good concerning the security of our learners.

R: What of school administration?

PHSD: We do take care of the school projects like the current ones for tree planting where learners water them daily. We also engage them in co-curricular activities like music festivals, ball games, and athletics.

PHSD: We provide guidance and counselling here in school but we don't have the experts.

R: What can the government do to eliminate school dropouts?

PHSD: The government should increase funds to cater for SFP and FPE and to be very consistent.

PHSD: The government to employ for more teachers to curb the population which is at a ratio of 1:60 which will make teaching to be enjoyable and learners will perform well because learners with individual differences will be catered for. As per now, I have a shortage of 5 teachers since I have 12 of them now who are not enough.

R: Thank you for your time and cooperation. Be blessed

APPENDIX K: "GIRLS DROP OUT OF SCHOOL DUE TO LACK OF SANITARY TOWELS" STANDARD NEWSPAPER, Saturday September 14<sup>th</sup>,

# Shame of four million girls abandoned by State

**Sanitary pads.** For nine long months, the State has not distributed sanitary pads to schools, exposing millions of girls to shame, at times forcing some to abandon learning. This has happened even as politicians and State agencies squabbled over control of over Sh400m to fund programme. **Page 12 & 14**



**Saturday Standard** Kenya's Bold Newspaper  
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2019

12 National

SATURDAY, SEPTEMBER 14, 2019 The Standard

**DESPERATE** Last year, only four packs given per girl, leaving them to own devices for rest of the year

## Pads saga: Shame of four million schoolgirls abandoned by State

**Debates in Parliament on budgetary provisions marked by laughter from MPs' own as government departments squabbled for the cash.**

By Ayes Karithi  
akarithi@standardmedia.co.ke

For nine long months, the government has not distributed sanitary pads to public schools, exposing 4.2 million girls to shame, at times forcing some to abandon learning. Since the beginning of this year, the government has not issued a single sanitary pad to the vulnerable girls, even as politicians and government agencies squabble for the control of more than Sh400 million meant to fund the programme.

Last year, the government gave 3.7 million girls four packs of sanitary pads, only enough to last four months leaving them to their own devices for the remaining period.

Yesterday, Public Service and Gender Affairs Principal Secretary Safia Kwamboka, accompanied a group picture of the situation in public schools across the country.

**Heated debates**  
“When we started distributing the sanitary pads in the 2017-18 financial year, we gave them out to 3.7 million girls. We spent Sh400 million. We spent four packs for girls in public primary, secondary and special schools. We had nothing for the girls in vocational training and other institutions,” she said.

She said the State Department of Gender was supposed to spend Sh400 million to provide four pads to each of the 4.2 million girls but nothing happened so far.

“We have been having challenges because the ministry is not adequate. We need to have more so that girls can continue to school throughout but we have only been able to give them four months supply in the past,” Kwamboka said.

“Clearly before this year’s budget was passed in Parliament, there was a heated debate after Treasury’s veto to Kabinet’s proposal, the chairman of the Budget Appropriation Committee. In fact the country’s second largest sanitary pads contract from the Depart-

**ment of Gender to that of Education.**

“The mood of the MPs in Parliament as they debated the motion moved by Kwamboka was not one of concern but of merriment. They laughed at the situation in which the ministry had to take in this country,” the leader of government business, Aden Duale, said.

“It is not that we had a budget of Sh2.2 trillion. This afternoon, we should agree on a winter as small as Sh400 million. Again, concerning our girls, we do not have serious discussion. A little amount given to sanitary pads in the community where I come from, we do not discuss such things.”

His response in Parliament, who had presented the proposed takeover of the sanitary pad industry by the Ministry of Education, was met by laughter, although Kwamboka stated that the number of girls who had to be abandoned was not as high as the number of girls who had to be abandoned.

“I am not sure if it is estimated that the Treasury has pumped Sh4.9 billion into the programme. This has benefited 11.2 million girls.”

“We only gave four packs to girls in public primary, secondary and special schools. We had nothing for girls in vocational training and other institutions,” Safia Kwamboka, Principal Secretary, Gender Affairs, said.

“Only girls in public primary and special schools have been waiting for the pads for the past 13 months, a long time,” she said.

“11.2 million girls are in the 2018 financial year, the government allocated Sh470 million for procurement of sanitary pads. It translated to an average of four packets per girl.”

“The money was left in the Gender division, the school girls have been waiting for the pads of this year. Initially the minister who is the Minister of Education, where the distribution of the pads was assigned with controversy and allegations that top ministry officials had hijacked the tenders and gifted them to themselves and cronies.”

Education PS Bala Kiungu has had to defend himself in Parliament after allegations that a company he was alleged to be associated with had been given a Sh22 million tender to supply pads.

**Reusable pads**  
When he appeared before a parliamentary committee probing the matter, the PS was abandoned and only some of the companies which had been awarded tenders in 2018 had given higher bids. That those which were rejected.

This was not the first attempt to take the kitty from the Gender department, as Women Representatives had tried through a motion in Parliament that failed.

Although the distribution of the pads is now the work of the department of Gender, Kiungu explained that in the past, when they were in the Ministry of Education, they had tried through a motion for the abolition because they have better administration.

She said some NGOs have been offering water reusable pads, but the government has not authorized their use because the country has not established standards.

Our teacher from Kilifi explained how her students had abandoned using reusable pads after only one use because of the indignity that had exposed them to.

“We were only given the pads once last year and the neighbouring school girls six packets per term. We had reusable pads donated by an NGO but they refused to use them. They explained that they were embarrassed to carry the towels in school. Some said they had no adequate water to wash them and the pads became unpleasant to carry,” said the teacher.

**Humiliating conditions**  
A former Kisumu MP Ayes Karithi said that although the tenders were won, it was shameful for girls to be exposed to humiliating conditions. By some leaders who were only interested in making money at their expense.

“There has been cases where money meant for the girls from poor families has been misused. Let those who play such games know that they are helping crime for their children and granddaughters,” she warned.

**Sanitary shortage**

## Tales of suffering girls and school heads fumbling for solutions

Millions of school girls from poor families across the country have been forced to use crude methods to deal with their menstruation following the government’s failure to provide them with sanitary pads.

A spot check by *Standard* found across the country where these schools in many girls and Kenyan schools reported having a steady supply of pads but they were not used.

In Western Kenya, lack of sanitary pads, tampons, belts and water is forcing girls to go to school.

Hondoo Ondilo, the principal of Kibungo Education Services School, said girls who can’t get sanitary pads make classes at least three days a month.

“The government issues pads but they aren’t enough. This affects many girls,” said Ondilo.

“Once a girl comes to school having a tampon, she just understands her situation. We have mismanaged the pads ‘makia’,”

Deanna Oyler, teacher

This year, the school had sanitary pads in February of the 171 girls get night classes at St. Angela’s Catholic School in Malindi, but had received the sanitary pads in second term. Each girl got four pads.

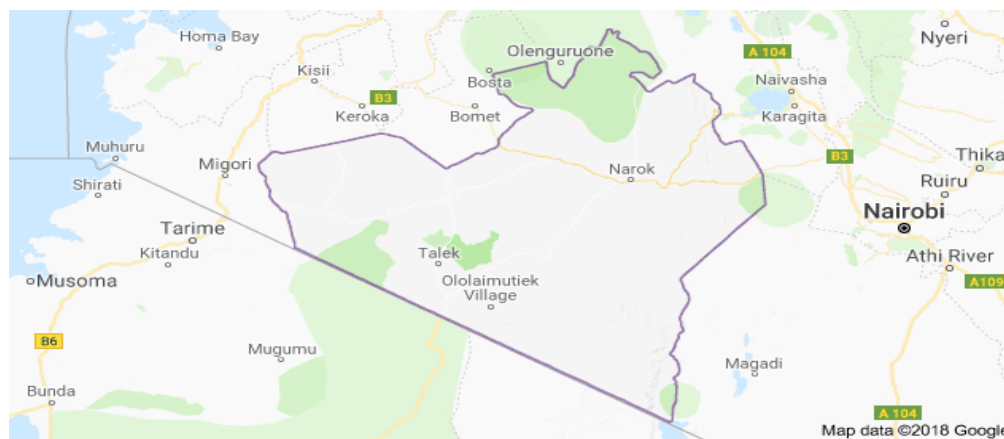
According to the school teacher, Elizabeth Njiru, the school had run out of sanitary pads in March 2019.

Principal Sammy Oguni said they have also been receiving sanitary pads from the Ministry of Education, but they have not received them yet.

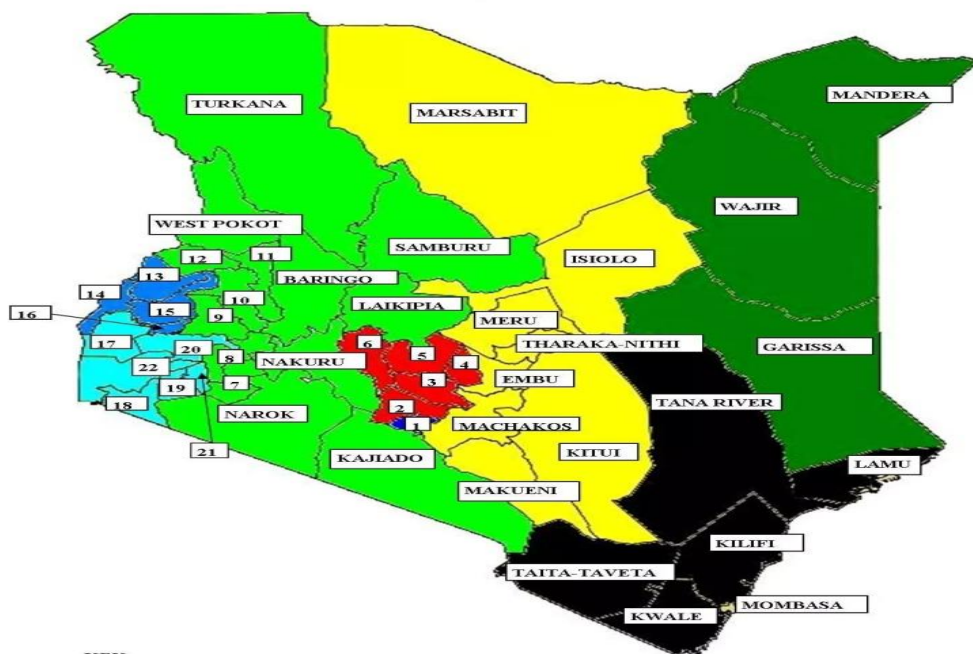
“It is a regulation that we should not use pads up to a point where they are used up,” said Oguni.

[Editor: Nyambura, Karithi, Oguni, Oyler, Ondilo, Karithi, Oyler and Brian Oguni]

### APPENDIX L: NAROK COUNTY MAP



COUNTIES OF KENYA



**KEY**

- |              |                     |              |              |
|--------------|---------------------|--------------|--------------|
| 1. NAIROBI   | 8. KERICHO          | 15. KAKAMEGA | 22. HOMA BAY |
| 2. KIambu    | 9. TRANS NZOLA      | 16. VIHIGA   |              |
| 3. MURANG'A  | 10. UASIN GISHU     | 17. SIIYA    |              |
| 4. KIRINYAGA | 11. ELGEYO-MARAKWET | 18. MIGORI   |              |
| 5. NYERI     | 12. NANDI           | 19. KISII    |              |
| 6. NYANDARUA | 13. BUNGOMA         | 20. KISUMU   |              |
| 7. BOMET     | 14. BUSIA           | 21. NYAMIRA  |              |

## APPENDIX M: MOI UNIVERSITY LETTER



**MOI UNIVERSITY**

Office of the Dean School of Education

Tel: (053) 43001-8

P.O. Box 3900

(053) 43555

Eldoret, Kenya

Fax: (053) 43555

**An ISO 9001: 2008 CERTIFIED INSTITUTION**

**REF: EDU/PGR/1012/17**

**DATE: 9<sup>th</sup> April, 2018**

**The Executive Secretary**

National Council for Science and Technology

P.O. Box 30623-00100

**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF JEMIMA K. ASIAGO**  
**- (EDU/PGR/1012/17)**

The above named is a 2<sup>nd</sup> year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies, School of Education.

It is a requirement of her M.Ed Studies that she conducts research and produce a thesis. Her research is entitled:

**"Strategies for Enhancing Retention among Primary School Pupils: A Case of Selected Public Primary Schools in Narok County, Kenya."**

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

  
**PROF. J.K. CHANG'ACH**  
**DEAN, SCHOOL OF EDUCATION**

## APPENDIX N: NAROK COUNTY AUTHORIZATION LETTER



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

FAX NO. 050-22391  
 When replying please quote:  
 Ref. CDE/NRK/RES/VOL1/145

COUNTY DIRECTOR OF EDUCATION  
 NAROK COUNTY  
 P.O BOX 18  
 NAROK

DATE: 13<sup>th</sup> June, 2018


### TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION –JEMIMA KERUBO ASIAGO.**

The above mentioned is a student of Moi University.

She has been authorized to carry out research on "*Strategies for enhancing retention among primary school pupils.*" *A case of selected public primary schools in Narok County, Kenya.*

Please accord her the necessary assistance.

  
 COUNTY DIRECTOR OF EDUCATION  
 NAROK COUNTY  
**JAMES N. NYAGA**  
 COUNTY DIRECTOR OF EDUCATION  
 NAROK COUNTY

C.C

- The County Commissioner – Narok
- Jemima Kerubo Asiago



## APPENDIX O: 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/18/13516/22280**

Date: **26<sup>th</sup> April, 2018**

Jemima Kerubo Asiago  
Moi University  
P.O. Box 3900-30100  
**ELDORET.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Strategies for enhancing retention among primary school pupils. A case of selected public primary schools in Narok County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Narok County** for the period ending **23<sup>rd</sup> April, 2019.**

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

**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:




The County Commissioner  
Narok County.

The County Directors of Education  
Narok County.

### APPENDIX P: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. JEMIMA KERUBO ASIAGO**  
**of MOI UNIVERSITY, 0-30100**  
**ELDORET, has been permitted to conduct**  
**research in Narok County**  
**on the topic: STRATEGIES FOR**  
**ENHANCING RETENTION AMONG**  
**PRIMARY SCHOOL PUPILS. A CASE OF**  
**SELECTED PUBLIC PRIMARY SCHOOLS IN**  
**NAROK COUNTY, KENYA**  
**for the period ending:**  
**23rd April,2019**

**Permit No : NACOSTI/P/18/13516/22280**  
**Date Of Issue : 26th April,2018**  
**Fee Received :Ksh 1000**



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