

**EFFECTIVENESS OF NGO SPONSORSHIP IN ENHANCING  
LEARNER RETENTION: A CASE OF TURKANA CENTRAL  
DISTRICT SECONDARY SCHOOLS**

**BY**

**ANNE NJOKI WACHIRA**

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**ELDORET-KENYA**

**DECEMBER, 2013**

## DECLARATION

### DECLARATION BY THE STUDENT

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ANNE NJOKI WACHIRA

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Date

EDU/PGES/1001/07

### DECLARATION BY SUPERVISORS

This thesis has been submitted with our approval as University Supervisors.

---

PROF. JONAH N. KINDIKI

---

Date

Head of Department

Educational Management & Policy Studies

Moi University

Eldoret

---

DR. ZACHARIAH KOSGEY

---

Date

Department of Education & Policy Studies

Moi University

Eldoret

## ABSTRACT

The purpose of this study was to investigate the effectiveness of NGO education sponsorship on student retention rates in secondary schools in Turkana Central District of the Rift valley province of Kenya. The objective of the study was to find out if NGOs education sponsorship has had an effect on student retention rates in secondary schools. The study was guided by the Educational Production Function which emphasizes that the quality of outputs produced in education is functionally dependent upon the qualities of the inputs used. A conceptual framework was used to explain the relationship between the variables of the study.

The researcher adopted a survey study, utilizing both qualitative and quantitative methodologies. This data was reconciled through triangulation. The study purposively targeted the participants of this study. The sample comprised of five school principals, nineteen class teachers, ten parents, one NGO representative and three hundred and twelve students. Questionnaires, interview schedules, FGDs and document analysis were used as methods of collecting data. The NGO representative was a Faith Based Organization (FBO) which is the Diocese of Lodwar since it's the major sponsor in education in the study area. The data in this study was analyzed and interpreted in the light of the objectives and research questions. The qualitative data was analyzed thematically whereas the quantitative data was analyzed using descriptive statistics with the help of the Statistical Package for Social Sciences (SPSS).

This study established that the major reason that makes students to rely on NGO sponsorship is the inability of the parents to pay school fees due to poverty. Most parents are unemployed hence have low incomes. As a result of NGO education sponsorship, accessibility and learner retention is enhanced. Parental involvement in education, socio-cultural practices and economic activities influence learner retention and NGO sponsorship. Therefore, NGO education sponsorship enhances learner retention. In light of the above findings, the study recommends the need to sensitize sponsored students who are successful in life to give back to their community. There is also need to enhance awareness campaigns to educate the community on the importance of education. In addition, the government and other stakeholders in education should work together, and turn girls' schools into boarding schools. This will prevent other factors like cultural and economic activities from interfering with their education. Finally, clear government policies on cattle rustling should be set as well as increase government's support for the NGOs education sponsorship.

**DEDICATION**

This thesis is dedicated to my daughter Ivy who missed the motherly love during the time of writing this thesis and for her support and understanding though she never really grasped what I was doing all through.

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**LIST OF ABBREVIATION AND ACRONYMS**

ACK	Anglican Church of Kenya
AIC	African Inland Church
AMREF	African Medical Research Foundation
ASALs	Arid and Semi-Arid Lands
BOG	Board of Governors
CBOs	Community Based Organizations
CCF	Christian Children Fund
DEO	District Education Officer
DIDC	District Information and Documentation Centre
FBO	Faith Based Organizations
FGDs	Focus Group Discussions
FPE	Free Primary Education
FSE	Free Secondary Education
GOK	Government of Kenya
HELB	Higher Education Loans Board
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
SAPs	Structural Adjustments Programs
SPSS	Statistical Package for Social Sciences
NCCCK	National Council of Churches of Kenya
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Program
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Fund
UPE	Universal Primary Education
PTA	Parents-Teachers Association

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.0 Introduction

This chapter focuses on the background of the study. It also presents the research problem, the purpose and objectives of the study as well as the research questions that directed the course of this study. Also covered in this chapter are the assumptions of the study, and the theoretical and conceptual frameworks. In addition, this chapter describes the significance of the study and outlines its scope and limitations as well as the definition of key terms.

#### 1.1 Background of the Study

According to the World Bank (2013), Education is a fundamental right for everyone and key to the future of any country. Education has its price everywhere—but the only thing more expensive than investing in education is not investing in education. Inadequate education produces high costs for society in terms of public spending, crime, health, and economic growth. No country can afford to leave too many of its children behind and not to help them achieve the competencies needed for a self-fulfilled life in economic independence.

But the main challenges in education differ across countries and continents. The industrialized world faces the impacts of demographic change, such as a shortage of skilled labor and ageing societies. Emerging countries need to respond to increasing demand in education. And in some parts of the world, it is still not a given that every child has the right to go to school—and, hence, a big share of the population cannot

read and write (World Bank 2013). Marris (1982), states that education strongly affects economic growth. He further states that general investment has less effect on growth rates, when it is not supported by educational investment.

According to a report by the Kenya National Bureau of Statistics (KNBS) 2007, education is said to be a fundamental universal human right for all and with it, comes economic, social, political and personal benefits. It is a key determinant of earnings and thus an important exit route from poverty. The report further states that higher educational attainment for a household head significantly reduces the likelihood of a household remaining poor. Similarly, the educational level of mothers has a direct relationship on the education of the children and significantly determines the health status of the entire family.

A report by United Nations Development Program (UNDP), 1998 as cited in KNBS (2008) asserts that education plays an important role in human development by empowering people, improving their well being and enabling them to actively participate in nation building.

A report by World Bank (March 2004), states that education financing in Kenya encompasses all financial outlays made by central and local governments, the private sector (including NGOs), households, communities and other stakeholders in services and investments in the education sector. This includes public sector financial disbursement to educational institutions to meet personal emoluments, operations and maintenance expenses and development expenditures. It also includes financing by parents, families and communities for items such as fees and other levies, development funds, books and stationary , transportation etc. Private provision of education which currently covers only a small proportion, has also contributed to the

sector. In addition, many international development partners also provide support to the education sector in Kenya.

According to Kosgei *et al* (2006), education needs finance as one of its major inputs. A historical analysis of the patterns and trends of financing education in Kenya shows the existence of a partnership between the government, individual households and the entire Kenyan community long before the Structural Adjustment Programmes (SAPs) introduced the cost sharing strategy in the years 1991/92. Orodho (2004), observed that the cost sharing strategy in education has become burdensome for many a households in the country. However, the Government of Kenya (GOK) has put in place a bursary scheme to enable poor households get education

Currently, according to Kosgei *et al* (2006), the government dispatches funds directly to the constituencies to be allocated to needy students. The Ministry of Education bursary in its current form has not had the desired effects of enhancing access to, retention and participation in secondary school education as there are inefficiencies in identifying needy students. He further states that in higher education, financial assistance to financially needy students is provided through the Higher Education Loans Board (HELB). According to GOK (2005: 6), the efforts of localizing the Millennium Development Goals (MDGs) number two on achieving Universal Primary Education (UPE) saw Free Primary Education (FPE) introduced in Kenya. The GOK also introduced tuition free secondary education in the year 2007. In spite of these efforts, the challenge of financing education by poor households especially in Arid and Semi-Arid lands, (ASALS) has not been eliminated.

Konczacki, (1978) observed that though education is recognized as a stimulant for socio-economic change, its provision among Africa's nomadic pastoralists is

particularly difficult. The poor approach accorded to development issues among pastoralists, often reinforce this. He further identifies the consistent disregard of the pastoral people's knowledge and know-how as a factor reinforcing this difficulty.

Rigby, (1985) observed that pastoralists believe that their culture is more superior to that of other people and show little inclination to accept change, the origin of which is external. To be able to fully appreciate the significance of education in the society, it is important to fund it. According to African Medical and Research Foundation (AMREF) (2007), the major challenge of the Turkana community is insecurity. They live under constant threat of attack from neighboring communities from Sudan, Uganda, Kenya and Ethiopia. They are raided and their animals, which are their sole livelihood taken.

According to the Turkana Central Development plan 2008-2012, cattle rustling from the neighboring districts and the Uganda border to the west worsen the poverty situation. The magnitude of the conflict is so overwhelming that the people have resulted to the acquisition and use of deadly weapons to defend their livestock, territory and resources. Moreover, according to a report from the Turkana Education for All (TEFA) (2004), the subsequent result of these conflicts has been displacement, disruption of settlements and loss of educational opportunities for many pastoralist children.

A report by OECD/UNESCO (2003), asserts that the larger Turkana District is a mixture of arid and semi-arid land, prone to seasonal and long-term droughts. These have led the Turkana community into progressive impoverishment and dependency on external aid. The parents of the children in Turkana are not able to buy food, pay

school fees, buy uniforms, books plus other learning materials and so there are many children who do not go to school.

The concept of NGOs is very wide and comprises a wide range of non-profit-making organizations whose principle objective is development (Yahya, 1991). International NGOs include UNICEF, UNDP and WFP which are non-profit making organizations whose principle objective is development (Tubey, 2004). There are many NGOs involved in education sponsorship all over the world. Some of the NGOs include: - Greenpeace, Amnesty International, Oxfam and Christian Aid among others (Edwards, 2004). The NGO non-profit sector now offers 40 % of all healthcare and education in Ghana, Zimbabwe and Kenya.

In Kenya, the growth of the NGOs can be associated with the continued realization that the main government channels of development usually do not reach the grassroots level. Consequently, this part of the population is marginalized. There are various NGOs operating in ASALS in Kenya. The key NGOs sponsoring education in Turkana Central District are World Vision, Oxfam, Christian Children Fund, and the Diocese of Lodwar. The Diocese of Lodwar is a Faith Based Organization (FBO) which sponsors three quarters of the students in secondary schools in Turkana Central District. In this study its the major NGO which is being considered.

## **1.2 Statement of the Problem**

Turkana Central district is a semi-arid region with very few income generating activities. Most of the people in the study area are nomadic pastoralists who are hardly able to sustain themselves. They mostly rely on relief food and have nothing to offer their children in terms of education. Many of them die of hunger if relief food delays. Parents are therefore unable to pay for the education of their children due to



poverty. A study by the KNBS (2007) observed that 54.7% of the population aged (6-17 years) in the larger Turkana District ever attended school and are not currently in school due to lack of money for school fees.

This study by KNBS (2007) also discovered that illiteracy levels are also high in the study area. Some parents do not care about what happens in schools. They even pick their children from school to rear animals. Such children are released back to school at lunch time. Even with sponsorship, some parents keep their children away from schools. As a result, there are many children who are not enrolled in the education system and others have dropped out.

In the study area, there is the tendency of NGOs being reluctant to partner with the community. The people in the study area do not own up the projects initiated in their community. In addition, they view formal education as an alien and foreign culture that directly contradicts their culture and lifestyle. Thus the community's input in education is minimal and the harambee spirit in building and expanding schools has not had a significant impact in the district (KNBS 2007).

There are many NGOs involved in education sponsorship all over the world. Among them are the NGOs which include Greenpeace, Amnesty International, Oxfam and Christian Aid (Edwards 2004). NGOs working in Kenya are categorized into two broad categories namely: the foreign-based NGOs, which are usually, incorporated outside Kenya but operate within Kenya and the locally incorporated NGOs, which usually rely on members' contribution. The locally incorporated NGOs have a local base for their finances and also rely on donations from well wishers both within and outside the country (Yahya 1991).

According to the report from TEFA (2004), the history of education in Turkana is the history of the church missionaries. Turkana District in general, due to colonial factors, was deliberately made to lag behind in all aspects of development due to what the colonialists termed as the “stubbornness” of the Turkana to adapt to changes brought in by the colonialists and their desire to maintain their lifestyle. Thus, the history of education in Turkana Central District shows that the religious organizations have been in the forefront in setting up and supporting schools and learning centers in the district since independence. This is attested by the number of schools sponsored by churches in the district. All the public secondary schools in the study area were initiated by Faith Based Organizations (FBOs). Rarely has the community been involved in initiating these schools and therefore the community’s role in the expansion of secondary education is quite minimal.

According to World Bank (2013), intelligent financing concepts for education should be based on needs and specific background rather than distributing untargeted subsidies. New concepts of resource distribution require greater transparency. But what should this transparency look like? Will external accountability enhance quality or should there be more focus on capacity-building and self-assessment to improve the education system? How can financing mechanisms provide effective and sufficient investments in education?

But education budgets are limited, especially in times of economic downturn. Thus, it is worth comparing countries that have decreased and augmented their education budgets during the crisis—and evaluating the consequences of these decisions. If, on the one hand, investments in education are vital and, on the other hand, budget

constraints restrict the available resources, investments should be as effective as possible (World Bank 2013).

According to the Turkana Central Development Plan 2008-2012, NGO sponsorship in education eases the burden of the parents. However, other factors influence learner retention in the study area, NGO sponsorship notwithstanding. These factors include parental involvement in education and the role of socio-cultural practices and economic activities. There are many factors in the study area that make students to dropout of school NGO education sponsorship notwithstanding. Even with availability of sponsorship by NGOs, some learners are not in school. Limited studies have been done on the effectiveness of NGO sponsorship in enhancing learner retention in secondary schools. Thus there was need to carry out this study so as to add knowledge to this gap.

### **1.3 Purpose of the Study**

The purpose of this study is to investigate the effectiveness of NGO sponsorship in education in enhancing learner retention in secondary schools in the study area.

### **1.4 Objectives of the Study**

#### **1.4.1 Main objective**

To determine the effectiveness of NGO sponsorship in secondary schools

#### **1.4.2 Specific objectives**

The following are the specific objectives of this study.

- (i) To investigate the amount of money spent on education sponsorship.
- (ii) To investigate the sponsored students who are retained in schools.
- (iii) To investigate the influence of parental involvement in learner retention and NGO sponsorship.

- (iv) To investigate the role played by socio-cultural practices in learner retention and NGO sponsorship.
- (v) To investigate the role played by economic activities in learner retention and NGO sponsorship.

## **1.5 Research Questions**

### **1.5.1 Major Research Question**

How effective is NGO sponsorship in education in enhancing learner retention?

### **1.5.2 Subsidiary Research Questions**

- (i) How much money is spent on education sponsorship?
- (ii) How many students are retained in schools?
- (iii) What is the influence of parental involvement in learner retention and NGO sponsorship?
- (iv) What is the role of socio-cultural practices in learner retention and NGO sponsorship?
- (v) What is the role of economic activities in learner retention and NGO sponsorship?

## **1.6 Assumptions of the Study**

- (i) Most of the NGO sponsored students join public schools and are spread among all the public schools of Turkana Central district.
- (ii) That all the respondents will provide honest answers

## **1.7 Significance of the Study**

The research findings in this study will enable the various stakeholders in education to understand the role played by NGO sponsorship in education in enhancing learner retention in schools. The data generated in this study will enrich the existing

knowledge in the area of financing education. This will come in handy for educational planners and policy makers. Finally, the study will form a base on which others can develop their studies.

### **1.8 Scope of the Study**

The research study was confined to students, principals, class teachers and management in public secondary schools in Turkana Central district. The major FBO in the area of study, which is the Diocese of Lodwar was the only NGO included in this study. This is because it has built the three major schools out of the five schools in the study area. It also sponsors three quarters of the students in these schools. Private institutions were not included in this study as it is generally assumed that the students in these institutions are able to pay school fees and hence do not benefit from NGO sponsorship. Many variables may influence learner retention in secondary schools, however, only NGO sponsorship, parental involvement, cultural practices and economic activities were investigated in the present study. The study was carried out in the month of October, 2008.

### **1.9 limitations of the Study**

Minimal previous research has been done on the factors influencing NGO sponsorship in education. Initially, this posed a challenge in the review of related literature. However, professional journals, magazines and the internet provided invaluable related literature and helped to overcome this initial challenge. It should also be noted that the government also finances education and therefore financing of education in this district doesn't solely depend on NGO sponsorship. Tuition free secondary education may have weakened the impact of NGO sponsorship in education since the government is committed to reducing the burden of education on households.

### **1.10 Theoretical Framework**

This study was based on the Education Production Function. In this theory, schools are treated analytically as producers of education services. This has led to the notion of the education production function as used in microeconomic theory. Economists refer to the mathematical relationship between inputs and outputs as production function. The use of the production function to examine the determinants of education outcomes is traced to the Coleman Report 1966, which was done to investigate equal opportunity issues in the United States during the 1960s. In this model, the quality of outputs produced is functionally dependent upon the qualities of the inputs used.

An education production function is an application of the economic concept of a production function to the field of education. It relates various inputs affecting students learning (schools, families, peers, neighborhoods etc.) to measured outputs including subsequent labor market success, college attendance, graduation rates and most recently, standardized test scores. The original study that eventually prompted interest in the idea of education production function was by sociologist, James S. Coleman. Later work, by Eric A. Hanushek, Richard Murnane, and other economists introduced the structure of “production” to the consideration of student learning outcomes.

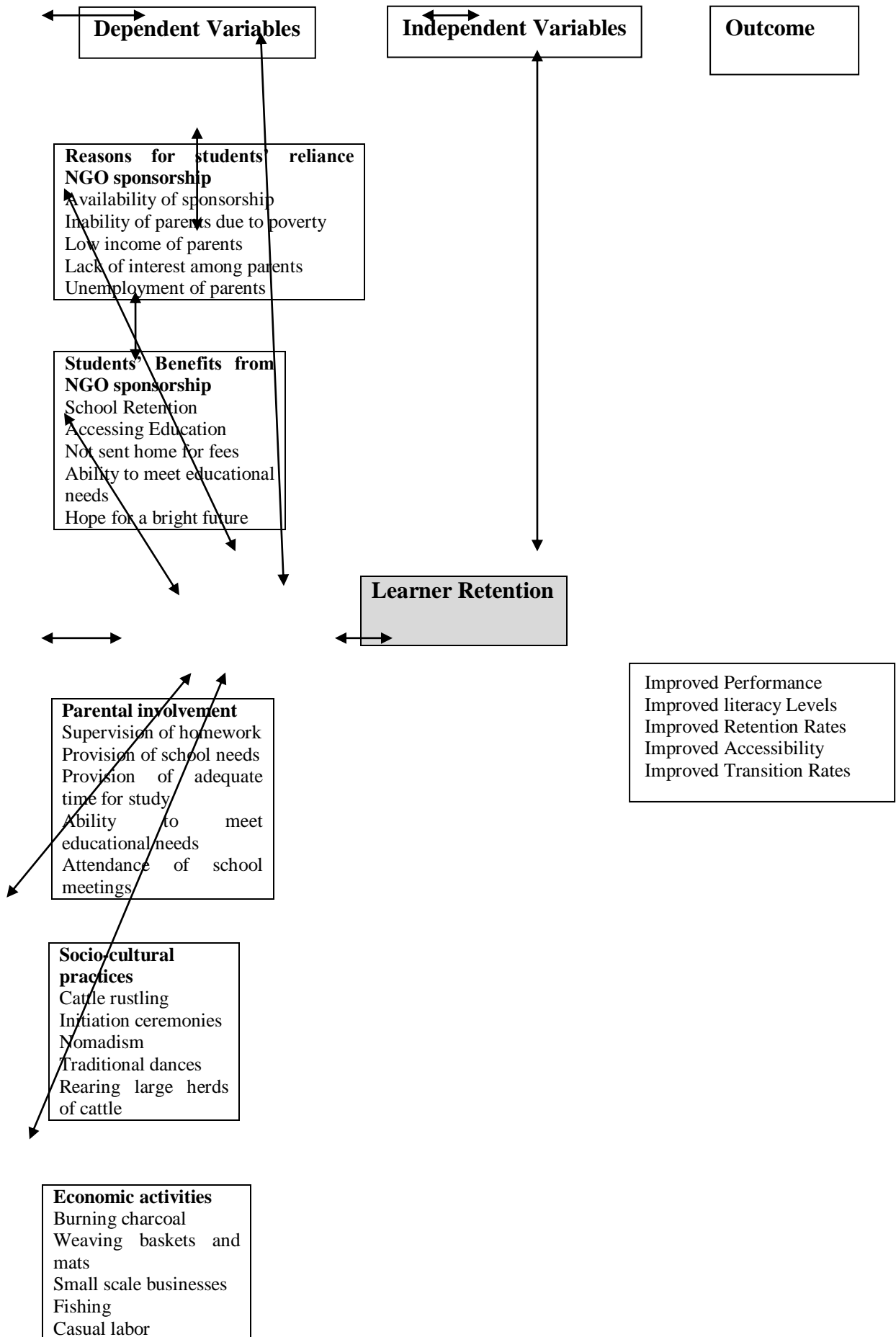
Various factors work in combination to determine whether a student will be retained in school and complete the school cycle or drop out before completion. In this study, the inputs in education are NGO sponsorship, parental involvement, socio-cultural practices and economic activities. The outputs are increased accessibility to schools, high retention rates, high transition rates, high literacy levels and improved

performance. The study therefore attempted to find out if inputs such as NGO sponsorship, parental involvement in students' education, socio-cultural practices and economic activities contribute to retention of students in the education system. For clarification, a conceptual framework was used as a back up to explain the variables in the study.

### **1.11 Conceptual Framework**

The independent variables in this study were NGO sponsorship in education, parental involvement in education, involvement in socio-cultural practices and economic activities. The dependent variable was learner retention. Figure 1.1 below shows the relationship between the variables of the stud

Figure 1.1 Relationships among various variables of the Conceptual Framework





### 1.12 Operational Definition of Terms

**Access to education** refers to the availability of an opportunity for a student to enter school and acquire formal education

**Economic activities:** Any practice that students engage in to earn income which will include charcoal burning, weaving baskets, fishing, small scale businesses and working as casual labor.

**Major NGO** refers to the NGO that has the largest number of sponsored students, has built most of the schools and provided most of the facilities in these schools. The NGO is also the major sponsor of most schools in the study area. It has also built three of the largest and oldest schools in the study area. This is the Catholic Diocese of Lodwar. This is a Faith Based Organization and sponsors three quarters of the students in the study area.

**NGO Sponsorship:** This is anything given by the NGOs to support students in secondary schools in form of school fees, learning materials, accommodation and food.

**Parental involvement:** This refers to the parents / guardians participation in the learning process of their children through being active in school matters like attending school meetings, assisting in homework, allowing students adequate study time, monitoring their children's leisure time and meeting the educational needs of their children such as uniforms, books, and the like.

**Retention:** This refers to students accessing education and staying in school to acquire education. It is the opposite of dropping out of school.

**Socio-cultural practices:** They refer to the practices of the Turkana community that student engage in as part of their traditions and customs in the society. They will include cattle rustling, initiation ceremonies, nomadism, traditional dances and rearing large herds of cattle.

**Student benefit from NGO sponsorship** means a student being able to access education, not being sent home for fees, hope for a bright future in education, sitting for examinations and meeting other educational needs such as stationary and uniform.

### **1.13 Organization of the rest of the Study**

The rest of the study will be organized into four chapters as follows;

- 2.0 Chapter Two - Literature Review
- 3.0 Chapter Three - Research Design and Methodology
- 4.0 Chapter Four - Data Analysis, Presentation and Interpretation
- 5.0 Chapter Five - Discussion of the Findings, Conclusion and Recommendations

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews literature related to the study. The literature reviewed focuses on financing of education and in particular NGO sponsorship in secondary schools. The chapter discusses NGO sponsorship in education, the reasons for students' reliance on NGO sponsorship, parental involvement in the provision of education, cultural and economic practices and how these factors influence learner retention and NGO sponsorship.

#### **2.1 NGO Sponsorship in Education**

Pollard and Court (2005) asserts that the last 40 years has seen an explosion of NGO activity and this has extrapolated to the civil society at large. According to Yahya (1991), the concept of NGOs is very wide and comprises of a wide range of non-profit- making organizations whose principle objective is development. Bies (2002) concurs by stating that environments of NGOs in recent years have become complex as accountability concern has increased. The NGO non-profit sector now offers 40% of all healthcare and education in Ghana, Zimbabwe and Kenya.

Malena (2000) suggested that NGOs working with the World Bank fall in four groups. These are: missionaries, mercenaries, beneficiaries or revolutionaries. Each of these groups is involved for different reasons. Coston (1998) gives 8 types of relationships, from those with the maximum 'distance' from the government to those where these

groups are able to 'link' philosophically in order to obtain shared objectives. The 8 types of relationships are repression, rivalry, competition, contracting, third party government, cooperation, complementarities and collaboration.

These range from NGOs that are completely alienated from formal policy processes and concentrating on what they can achieve on their own terms, to NGOs that are closely aligned with the government that they are simply pushing at shared goals. Many of the studies reviewed indicate the growth in sponsorship investment. However most of them have lamented on the lack of evidence about how sponsorship actually works (Quester 1997; Cornwell and Maignan 1998; Hoek 1999; Meenaghan and O'Sullivan 2001).

Edwards (2004), states that there are many NGOs involved in education sponsorship all over the world. Among them are the NGOs which include Greenpeace, Amnesty International, Oxfam and Christian Aid. Yahya (1991) categorizes the NGOs working in Kenya into two broad categories namely: the foreign-based NGOs, which are usually, incorporated outside Kenya but operate within Kenya and the locally incorporated NGOs, which usually rely on members' contribution. The locally incorporated NGOs have a local base for their finances and also rely on donations from well wishers both within and outside the country.

Further, Yahya (1991) classifies the NGOs according to their functions namely; the Donor NGOs, the groups of NGOs which normally give donations or grants to needy individuals or groups; the Advisory NGOs, which are formed in order to provide technical and research services to other institutions; the Operational NGOs, which are

usually formed to formulate and implant their own projects using their own funds, staff, materials and supervision; the Monitory NGOs, whose job is to watch trends and issues warning signals in specific areas of concern mainly the environment, social well being and human rights and the Umbrella NGOs, which are organizations, which are consortia of a group of NGOs whose interests are the same.

For the purpose of this research the most important group of NGOs are the Donor NGOs who sponsor education especially in secondary schools. In Kenya, the growth of the NGOs can be associated with the continued realization that the main government channels usually do not reach the grassroots level and hence the marginalization of this part of the population. Arguments forwarded favor the encouragement of collaboration between the government and the NGOs. According to Yahya (1991), at some point in time, donor agencies have experienced some frustration in ensuring that the benefits of the projects they support reach the poor and thus the option of using NGOs.

In Turkana Central District, NGOs like World Vision Kenya (Lodwar ADP) and CCF have done a great deal in education sponsorship for secondary school fees and provision of textbooks to both primary and secondary schools. These organizations have greatly complimented the service offered by church organizations as far as education scholarships are concerned.

According to the Turkana Rural Development Education Sector Review, the most prominent church organization in the sector is the Diocese of Lodwar (DOL). The Reformed Church and the African Inland Church (AIC) are also actively involved. The

Catholic Diocese of Lodwar has a long history of involvement in education and is currently sponsoring a number of secondary schools.

A report from (TEFA) (2004), states that a number of catholic missionaries are working as teachers in the schools sponsored by the Diocese of Lodwar. Other NGOs like Oxfam-GB (Turkana Office) were active in the provision of textbooks long before the government policy of FPE was began. They also construct classrooms, administration blocks and dormitories in some schools. Care International Kenya has also strongly come to support secondary education in terms of education scholarship for the needy children of the pastoralists.

### **2.1.1 Reasons for NGO Sponsorship in Education**

The Ministry of Education Report of 1989 (Republic of Kenya) clearly states the government's position regarding the financing of education. It acknowledges that the government welcomes the current practice of cost-sharing in the financing of education and training between the government, communities, parents and also religious and private organizations.

Olembo, (1985) asserts that the fundamental concept of cost-sharing was that the government would provide teachers to all public schools, while the communities, parents and beneficiaries would provide the learning facilities and equipment needed. This strategy of cost-sharing in education has become burdensome for most households. However, the GOK has put in place a bursary scheme to enable poor households get education (Orodho, 2004). Moreover, the GOK introduced FPE in 2003 and in 2007

introduced tuition free secondary education. In spite of these efforts by the government, the challenge of financing education by poor households and especially in the ASALs has not been eliminated. Perhaps, this is why the NGOs, both church and non-church organizations sponsor education in these areas.

According to the Turkana District Development Plan (2002-2008), Turkana is one of Kenya's ASAL districts. The Population in the district is estimated to have increased by about 22% between 2002 and 2008. Currently the district's population is exerting a lot of pressure on the available facilities/resources like food, water, education, employment, health and vegetation.

This is manifested by the persistent famine, malnutrition, unemployment, poverty and the inability of the districts' residents to access basic services such as health and education. Further according to the KNBS (2007), lower proportions of school attendance were observed in ASAL districts. Some of the reasons that make students not to attend school as given by this report include lack of money for school expenses, incidental costs to schools like uniform and feeding which is still a burden to some parents. According to this study, 12.8% of school-going population between ages 6-17 years in the larger Turkana district do not attend school due to lack of money.

This means that choices have to be made. The choice is often to drop out of school. Worse still, the choice may involve denying schooling to girls while enrolling boys, thereby contributing directly to maintaining the inferior status of women. The fifth Education for All (EFA) goal is eliminating gender disparities in primary and secondary

school education by 2005 and achieving gender equality in education by 2015. Gender parity is important in achieving UPE and Universal Secondary Education (USE). According to UNESCO (2008), available data indicate that gender parity at secondary level remains a challenge in many countries.

Further, according to KNBS (2007), high proportion of failure to attend school due to family illness or disability was observed in Turkana which comprised 21.0% of school-going population. Other reasons for not attending school included own illness or disability 13.1%, not interested or lazy 5.8%, parents did not let me 25.9%, school too far 23.4% and poor quality of school 0.0%.

Further, the report shows the percentage distribution of children (6-17 years) in the larger Turkana District who ever attended school and are not currently in school by reason and region. No money for school costs 54.7%; own illness or disability 5.7%, family illness or disability 12.6% and parents did not let me 15.1%. Surprisingly, 60% of the children in Turkana attend pre-school. Eshiwani (1987) asserts that the total cost of education is one of the major causes of school drop outs.

Illiteracy is another reason that makes students not to attend school. According to this report, adult literacy is defined as the percentage of the population aged 15years and above who can both read and write a simple statement in at least one language. Mandela and Turkana District have the least literacy levels in Kenya. Literacy levels in Turkana District were found to be 19%.



Another report by KNBS (2008), literacy, just like formal education, enhances the lives of the learners both economically and socially. It also has positive impact on the population in the sense that it could increase their incomes, awareness of education, awareness of health issues and awareness of the environment. Overall, the poor are more vulnerable to illiteracy than their non-poor counterparts.

The report by KNBS (2007) further states that the EFA goals agreed upon in Dakar in 2000 set out a commitment by African governments to ensure all citizens access quality education without discrimination by 2015. Kenya is committed to both the MDGs and EFA targets. The key EFA targets on literacy are to promote learning and life skills for young people and adults and improve the adult literacy levels by 50% as well as achieve gender parity by 2015. Further, according to UNESCO (2008), among the priority areas for UNESCO-Nairobi Education Support in 2008-2009 in Kenya is reducing illiteracy levels.

The Gross Attendance Ratio (GAR) which is defined as the total number of secondary school students, expressed as a percentage of the official school age (14-17years) population in Turkana was found to be 5.8% for the males and 5.1% for the females.

The report by TEFA (2004) asserts that in the larger Turkana District, the contribution of the community in the provision of the education service is almost nil as pertaining to start up of new schools and provision of physical facilities thus both international and local based NGOs are the key stakeholders in the education service The above is among many

reasons that have prompted the NGOs, both church and non-church to extend their assistance by sponsoring students in secondary schools in the area of study.

### **2.1.2 Parental Involvement in Retention and NGO sponsorship**

Parental involvement in a student's education can influence the learner towards education and NGO sponsorship. The results of sixty-six studies compiled by Henderson and Berla (1994) provide repeated evidence that the most accurate predictor of achievement of students is the extent to which parents are involved in their children's education, not the family's level of income.

Higher levels of parental involvement will cause students' achievement to increase. According to Chapman and Friedman, (2007.) research indicates that when parents are involved in the education process, students have: higher grades and graduation rates, better school attendance, increased motivation, better self esteem, lower rates of suspension, decreased use of drugs and alcohol; and fewer instances of violent behaviors. They continue to argue that the more parents participate in schooling, in a sustained way, at every level, and in all issues such as advocacy, decision-making and oversight roles, as fund-raisers and boosters, as volunteers and Para-professionals, and as home teachers- the better for the student.

Chapman and Friedman (2007) give three major factors of parental involvement in the education of their children. These include parents' belief about what is important,

necessary and permissible for them to do with and on behalf of their children; the extent to which parents' belief that they can have a positive influence on their children's learning and parents' perception that their children and school want them to be involved. They give a few characteristics that are exhibited by families whose children are doing well in school. The families have for instance an established family routine. They provide time and a quiet place to study, assign responsibilities for household chores, are firm about bedtime and have dinner together; they encourage reading, writing, and discussions among family members. They also encourage children's development in school by showing interest in school issues, helping in homework, discussing the value of a good education and possible career options.

Moreover, such parents keep in touch with teachers and school staff. They monitor out of school activities like setting limits on television watching and arranging for after school activities and supervised care, they model the value of learning, self-discipline, and hard work. They also express high but realistic expectations for achievement. They recognize and encourage special talents, informing friends and family about successes. The impact that parents have in the development of children and their learning outcomes is profound. It is therefore poor public policy to make little or no attempt to increase parental involvement.

In Turkana Central District, parents send children to schools and collaborate with other education providers. This study will establish whether parental involvement influences learner retention in secondary schools in Turkana Central District.

### **2.1.3 Socio-cultural Practices in Learner Retention and NGO sponsorship**

Cultural experts, theorists and international agencies like UNESCO have advanced several definitions of culture. UNESCO argues that “Culture comprises a whole complex of distinctive, spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs”.

Consequently, culture is the sum total of a community’s way of life. Cultural identity is one of the fundamental ingredients of national building and attainment of national sovereignty. This means the acceptance and respect of other cultures as integral parts of a nation rather than implying a homogenous culture. By its nature, culture touches our lives individually and collectively in various ways and we often celebrate its diversity and richness through various activities such as cultural festivals, song and dance, traditional and contemporary music and art. Governments have always recognized heritage as evidenced by the establishment of museums, archives, libraries and monuments.

Mazrui (1990) cited by Lwagula (2006) shows that the culture serves fundamental functions in society. It provides lenses of perception and cognition, motives to human behavior, for evaluation, basic identity, modes of communication, a basis of stratification, and the system of production and consumption.

A report by the Republic of Botswana, (2001) observed that education is used in many countries as the agency for enculturation through formal school curriculum and associated extra-cultural programs and activities. Cultural development must encompass the preservation of traditions and of history, moral, spiritual values and norms handed down by past operations. Outside the formal education system and apart from the role played by the media in publicizing and popularizing traditional folk music and dance, poetry and drama and folktales among others, the non-material or spiritual aspects of culture have been and continue to be kept alive through the efforts of individuals, NGOs, cultural groups among others,

This report further states that in traditional culture, the aspects of culture (modes of life, traditions and beliefs of a people) are permeated and influenced and in turn influence people's relationships with their operational environments. In Turkana District, modes of life are invariably tied to the land in direct ways manifesting themselves variously as nomadism, pastoralism, fishing, agro-pastoralism or combinations of these socio-cultural factors such as initiation, mode of dressing, cattle rustling among others.

Moreover, according to this report, the school is originally an urban institution. Its outlook reflects academic, national and international culture. The school must be integrated into the society, technically, economically, socially and culturally. When an urban institution like a school is placed in a rural setting, the basic premises are often lacking. In the social context, the school is an institution of the modern economy while the community around it often relies almost entirely on the subsistence economy.

The majority of the teachers are, in these circumstances, often from outside the immediate locality of the school and they do not socialize easily with the local population. In the educational process then, the local culture is not the reference frame of teachers. Under such conditions, the gap between the school and the local society is seen as a lack of relevance, at least from the parents' point of view. The school year therefore, is perceived as an interruption of the work that has to be done at home, and as an obstacle to traditional learning and to values on which society is founded.

The report by TEFA (2004), asserts that most of the Turkana people are nomadic pastoralists and have not had an opportunity to settle in the main trading centers. The cultural expectation on children among the nomadic Turkana people is still leaning more on the value for pastoralism as opposed to formal education. They still view formal schooling as a foreign practice that would alienate them from their ways of life. Children are strictly brought up to copy and practice traditional activities such as livestock herding.

The report further explains that the Turkana community has very strong attachments to their culture and livestock. Any other culture outside this is considered alien, foreign and therefore inferior. Livestock is considered as social value and determines the status of an individual family or clan in the society. Education and other attributes of development do not. This attachment to livestock causes every effort to be put in place to safeguard the survival of these animals and the continuity of the cultural values. Manpower is therefore required to maintain the cultural identity and traditions. At times of stress, young people are organized to carry out raids to reinforce depleted stocks while the girls are kept for

marriages to bring more animals to the family. This situation leads to inaccessibility to education as many of them lack the will to take their children to school.

Lwangula (2006), states that besides language and history, one special element is the peoples will to accept education as a vehicle of change. Further the report by KNBS (2007), revealed that 4.8% of population (6-17 years) in the study district never attended school due to school conflict with socio-cultural beliefs. Korir and Chelang'a (2006), asserts that cultural practices of early marriages disadvantage the girl child education globally.

According to the Turkana District Development Plan 2002-2008, Turkana people in normal circumstances settle in plains. However, due to the dictates of weather, very few of them settle in one place permanently. During and shortly after the rains, they are concentrated on the plains. However, as the drought starts, they move mostly to high mountain areas and even to neighboring countries of Uganda and Sudan in search of pasture and water for their livestock.

Cattle rustling from neighboring countries have worsened the situation. Probably, these are the reasons why during seasons of traditional ceremonies, dances and cattle rustling, students miss school in order to engage in these aspects of their culture. This study will establish if these cultural practices influence learner retention.

#### **2.1.4 Economic Activities and Learner Retention**

In developing countries, school children especially from poor families may contribute to family income by working in farms, carrying water or looking after babies (Psacharopoulos and Woodhall, 1985). The value of a student's time may be measured in terms of forgone earnings or the opportunity cost. From a study in Malaysia, Meerman, (1979) states that if poor families send their children to school they have to make financial sacrifices. This is because children from poor families have to work to bring home some money in order to meet other expenses.

A report by TEFA (2004) asserts that most of the Turkana people are nomadic pastoralists. This lifestyle coupled with many other setbacks has greatly contributed to their inaccessibility to education. Droughts and famines force the parents to migrate with their animals to new pasture lands. In the process, their children who attend day schools in the neighboring centers are forced out of school. A relief food syndrome has been established in the Turkana community and if the parents' cannot afford food, they cannot be expected to meet other school requirements. Children cannot also attend school when hungry.

The report further says that the nomadic pastoralists who may be willing to take their children to school eventually fail because they cannot finance education of their children. This is due to lack of alternative sources of income to supplement livestock whose market prices have always been unfavorable to the herdsmen. Some nomadic pastoralists could



be willing to take their children to school if they were assured of good boarding facilities and enough food in these schools.

The KNBS (2007) further observed that a large proportion of children failing to go to school because of working either for pay or at home were observed in the pastoral districts including the larger Turkana District. The percentage distribution of population (6-17 years) who never attended school by reason and region showed that in the larger Turkana District 55.8% had to work or help while the percentage distribution of children (6-17 years) who ever attended school and not currently in school by reason and region showed that 31.1% had to work or help at home.

According to KNBS (2008) poor children who are enrolled in school grow older; the opportunity cost (their lost labor and forgone income may entail) becomes greater, thus increasing the likelihood of abandoning school. Further, dropping out of school because of poverty virtually guarantees perpetuation of the poverty cycle since the income-earning potential of the child is reduced, not to mention overall productivity, receptivity to change and capacity to improve quality of life. Lack of education perpetuates poverty and poverty constraints access to schooling.

## **2.2 Summary**

In Kenya, many NGOs are involved in education and they include Green Peace, Amnesty International, Oxfam and Christian Aid among others. In the study area, the FBOs are the major sponsors of the education service. At present, little is known concerning the effectiveness of NGOs sponsorship in education in enhancing learner retention.

This study was done in Turkana Central District where culture is rooted. The Turkana community is yet to own the education service provision as they have not been active in provision of both physical facilities and even learning materials in their schools. The education sponsors provide facilities to schools.

The TEFA (2004) report observed that there seems to be a lot of duplication of service as a result of the sponsors' interest that, at times, collides with the wishes of the community being served. This study will enable the stakeholders in education to understand the effectiveness and importance of NGO sponsorship in education. It will also be useful in development, planning and social change in Turkana and elsewhere.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methods and techniques of data collection, analysis and interpretation. It contains the research design, description of the study area and population. It also examines measures that were used to ensure that the study and its results would be credible. Finally, focuses on how the findings were presented and discussed.

#### **3.1 Research Design and Methodology**

This research adopted a descriptive survey study to establish the effectiveness of NGO sponsorship in education in enhancing learner retention in schools. According to Ary Donald et al, (2006) explains that in survey research, investigators ask questions about peoples' beliefs, opinions, characteristics and behaviors. The survey questionnaire is widely used as a source of data in studies in sociology, business, psychology, political science and education. It also provides information used for non-research planning and policy setting in areas of government, business, health, and education. Survey research typically does not make casual inferences but rather describes the distribution of variables in a large group.

Further, Kothari (1985), states that the object of survey is to obtain insight into relationships between variables and new ideas relating to the research problem. For this kind of survey, people who are competent and can contribute new ideas may be carefully selected as respondents to ensure a representation of different types of experience. The respondents so selected may then be interviewed by the investigator. The researcher must prepare an interview schedule for the systematic questioning of informants. The researcher adopted a survey study in this study because there are five secondary schools in Turkana Central District. This enabled the researcher collect adequate data.

The study adopted both qualitative and quantitative methodology. Quantitative data was collected through the use of questionnaires while the qualitative data was collected through the use of interviews and Focus Group Discussions (FDGs.)

### **3.2 The Study Area**

The study was carried out in Turkana Central district. It is one of the 43 districts in the Rift valley province of Kenya. It was previously part of the former Turkana District before its subdivision into three districts in 2007. It is located in the northern part of the Rift Valley province of Kenya. The Districts' Education Officer (DEO) has divided the district into six educational zones namely Lorugum, Turkwel, Kawalase, Kanamkemer, Kalokol and Kerio.

The major research sites for the study were in the public secondary schools where students are the major beneficiaries of NGO sponsorship. These secondary schools are Lodwar Boys, Turkana Girls, St. Kevin's mixed day secondary school, Salvation Army Nawoitorong' and Moi High School Kalokol (MOE). Reports from TEFA (2004) indicates that the district's enrolment is very much skewed with more boys than girls going to school in all levels of education. The location of schools in this district largely corresponds to the patterns of settlement. There is a strong correlation between the location and religious missionary institutions and the cluster of schools in the district.

Turkana Central district has very little and erratic rainfall but too much heat and light and hence it's sparsely populated. This district shares boundaries with Turkana North district to the North and Turkana South district to the South. Internationally, it borders Uganda to the West. It lies between latitudes  $0^{\circ}45'S$  and  $1^{\circ}07'S$  and longitudes  $36^{\circ}E$  and  $37^{\circ}27'E$ .

It has five administrative divisions with a total area coverage of approximately  $14,766\text{km}^2$  of which 3,320 is covered by L. Turkana. The population density varies in the district from as low as eight persons per  $\text{km}^2$  to as high as 63 persons per  $\text{km}^2$ . This is based on 2008 population projection (Turkana Central Development Plan 2008-2012).

### **3.3 The Study Population**

The study population was the major NGO (Diocese of Lodwar), students, teachers and parents in the five public secondary schools in Turkana Central district which represents 100% of the public schools. The study population comprised of 1038 sponsored students in these schools, 35 class teachers, the 5 school principals, 10 parents and the major NGO sponsoring education in the study area. The chairperson of the Parents-Teachers Association (PTA) and the chairperson of the Board of Governor (BOG) represented the parents. These parents were selected to represent the parents even though they may not be parents in the various schools. They are in the management of the schools and therefore they are conversant with education sponsorship in the schools they manage. The Catholic Diocese of Lodwar Education Department which is the major FBO sponsoring students represented the NGOs. It was the only NGO selected because it has built three of the largest schools in the area. Also, it sponsors three quarters of the students in the schools in the study area.

### **3.4 The Study Sample and Sampling Technique**

Sampling is usually applied in the empirical research because it is too widely, too expensive, too time consuming or simply unnecessary to study an entire population (Goetz and Lecompte, 1984). This study adopted non-probability sampling procedure which does not afford any basis for estimating the probability that each item in the population has a chance of being included in the sample.

According to Kothari (1999), in this type of sampling, items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme. There is always the danger of bias entering into this type of sampling technique. But if the investigators are impartial, work without bias and have the necessary experience so as to take sound judgment, the result obtained from an analysis of deliberately selected sample may be tolerably reliable. However, in such a sampling, there is no assurance that every element has some specifiable chance of being included.

All the respondents in this study were selected purposively. The researcher targeted only the sponsored students, the class teachers, the chairmen of the BOG and PTA and the major NGO sponsoring students. This is the most common type of non-probability sampling. Unlike probability sampling, the choice of the respondents in non-probability sampling is made by the researcher. It may be regarded as a disadvantage as it does not provide a reliable basis for generalization.

However, an advantage of purposive sampling is that by its means, the researcher can select information-rich cases for which most can be learned about a central issue of the research (Patton, 1990). Not everybody in the target population is knowledgeable as far as the research was concerned and therefore the researcher used cases that had the required information with respect to the objectives of the study.

To get the sample size, simple random sampling was used among the sponsored students. Kothari (1999) suggested that in social sciences, a sample of 30 % is representative and

hence sample size of 30 % of the sponsored student population of each school was used for the study.

The five public secondary schools in Turkana Central District have a total of 1819-student population. Out of this number, 1038 students are sponsored by the NGOs. The principal of each school gave the number of students sponsored in education by the NGOs in the school. Random sampling was used to get the student sample. A Yes and No vote was given to the sponsored students in each school. Those who picked a Yes were included in the study. In St. Kelvin, 106 boys and 46 girls were selected, in Lodwar Boys 90 boys were selected, in Turkana Girls 40 girls were selected, in Moi High School 7 boys and 4 girls were selected and in Salvation Army Nawoitong' 13 boys and 5 girls were selected. A total of 312 students which is 30% of the total number (1038) of the students sponsored in education were formed the sample size for the students.

The 312 students filled in the questionnaires, but only ten students from each school-giving a total of 50 students in all, were interviewed through focus group discussion. It was not possible for the researcher to interview this number of students' on one on one basis. This was due to insecurity in the area, the time the researcher was allowed by the principals to be with the students and also due to the fact that the distance from one school to the other was big. It was convenient for the researcher to conduct Focus Group Discussions (FGDs). The researcher was therefore not able to have an in depth interview with the students. Thus a snap shot kind of study was conducted with the students.



Moreover, the students do not have as much information on sponsorship like their parents, teachers, principals and the NGOs. They mostly get this information from the NGOs, schools and also their parents. However, for further study, and assuming that these factors that limited this study are overcome, an in depth study could generate in depth data from students using face to face interviews.

All the class teachers formed the target population. In order to get the sample size, simple random sampling was used among the class teachers. The selection process involved a Yes and No vote in all the streams so that only one class teacher from each form (form one-form four) was used in the study. Lodwar Boys is a double streamed school and thus there were eight class teachers. Four class teachers were selected for this study from Lodwar Boys. The same procedure applied to Turkana Girls which is also a double streamed school. Therefore, four teachers from Turkana Girls were selected in this study. St. Kelvin secondary school is a four streamed school and hence there were 16 class teachers. For each of the streams one Yes and three No were used to select one teacher from each stream from form one to form four. Moi high school Kalokol is single streamed and therefore all the four class teachers were included in this study. Salvation Army Nawoitorong' is a single streamed school up to form three by the time the study was being done. All the three class teachers were therefore used in the study.

The target population for the class teachers was thirty nine. A total of twenty class teachers were to be used for the study but a total of nineteen class teachers formed the sample size. This is because one school didn't have a form four class.

All the five school principals, five chairmen of the PTA (one from each school) and five chairmen of the BOG (one from each school) and one major NGO representative (this was the catholic diocese of Lodwar) were also included in the study.

The diocese of Lodwar was purposively selected for this study to represent the other NGOs since it had the largest number of sponsored students in all the school. The diocese of Lodwar has also built three of the largest and oldest schools in the study area. These are Lodwar Boys with a total of 503 students, Turkana Girls with a total of 348 students and St. Kevin's Secondary School with a total of 742 students.

The five Principals of these schools, nineteen class teachers, ten parents (The five chairmen of the BOG and PTA in these schools) and one representative of the NGOs formed the population sample. The sample size is shown in Table 3.1 below.

**Table 3.1 Sampling across Target Groups in the Study Area**

<b>Study Population</b>	<b>Target Population (sponsored students)</b>	<b>Sample Size {30% of target population}</b>
St. Kevin's Sec	510 students 16 class teachers	153 students 4 class teachers
Moi High Sch.	53 students 4 class teachers	11 students 4 class teachers
Lodwar Boys	300 students 4 class teachers	90 students 4 class teachers
Salvation Army Nawaitorong'	60 students 3 class teachers	18 students 3 class teachers
Turkana Girls	133 students 8 class teachers	40 students 4 class teachers
Principals	5 Principals	5 Principals
Parents	10 Parents (BOG & PTA chairpersons)	10 Parents
NGOs & FBOs	Major FBO	Major FBO

Table 3.1 above gives a summary of how sampling was done across the target groups.

The information on the total number of the NGOs involved in education in the study area has not been given in this study. The DIDC in the study area did not have proper records on the NGOs operating in the district and specifically those involved in education sponsorship in secondary schools. The researcher used informal information on NGO

activities provided by the DIDC and schools. The major FBO which is the Diocese of Lodwar, was selected since it was the only major sponsor and with proper records of its activities.

The schools also did not have proper documentation and statistics on the total number of parents in their schools. Therefore, the total number of parents in these schools has not been given.

### **3.5 Data Collection Techniques**

This study collected primary data through the use of questionnaires which were administered to the principals, class teachers, parents, NGOs' representative and students; interviews with key informants who were principals, class teachers, parents and NGOs' representative; and students FGDs. Secondary data was collected from documents. The use of more than one research instrument had the advantage in that the instruments would compliment and supplement each other through triangulation.

#### **3.5.1 Questionnaires**

A questionnaire is a method in which a set of questions is used for collecting data and carrying out research. The questions that formed the basis of the questionnaire were formed with an object in view. The researcher used structured questionnaires, where questions were framed before the study commenced was not possible to change after beginning of the study. "Structured questionnaire are those which pose definite, concrete and pre-ordained questions, that is, they are prepared in advance and not constructed on the spot during the questioning period" (Young, 1987).

The researcher used the questionnaires to seek information on the reasons why students rely on NGO sponsorship, whether students benefit from NGO sponsorship, parental involvement in the learners' education, the role of cultural practices on learners' retention and the role of economic activities on learners' retention in schools. The questionnaire method was beneficial because of great reliability and validity of the information collected through standardized questions, collection of the information according to the objective set and uniformity from one measurement situation to another.

The questionnaire has the advantage of gathering large amount of data from many subjects very inexpensively and within a very short time. Furthermore, the respondents have the freedom to give information as they wish. However, the researcher cannot clarify or control the responses given by the respondents when using the questionnaire.

### **3.5.2 Interviews**

The interview entailed an oral exchange between the researcher and the respondent (Kathuri and Pals, 1993). The interviews consisted of unstructured questions which were administered to all the respondents namely the principals, class teachers, parents and the NGOs. A check-list was used to guide the interview process so that uniformity and consistency could be assured in the data which included facts, opinions and unexpected insights.

The questions sought information on the reasons why students rely on NGO sponsorship, whether students benefit from NGO sponsorship in education, parental involvement on

the learners' educations, the role of cultural practices on learners' retention and the role of economic activities on learners' retention in schools.

The interview has the advantage of allowing for in-depth information collection that can not be collected by the use of questionnaire. It also allows the researcher to ask questions depending on prevailing circumstances. Moreover, it allows first hand information to be collected and also allows freedom of expression. It's possible to gauge the sincerity and insight of the interviewee by observing non-verbal cues such as gestures and modulation of the voice.

However, interviews can be time-consuming as Borg (1989) observed and, as such, they are expensive to use with a large number of respondents. This situation is worsened by the difficulty in coding, collating and analyzing very many qualitative data.

The interview schedules consisting mainly of open-ended questions based on the research problem and were designed in such a way that the responses could be probed further and more deeply. The interview schedules in this study were revised after data collection depending on the responses given by the respondents.

### **3.5.3 Document Analysis**

This refers to the written document, whether a book, newspaper or magazine, notice, letter or whatever, although the term is sometimes extended to include non-written documents such as films and television programs, pictures, drawings and photographs (Robson, 1993). Review of the documents shows that the researcher is aware of the available function of research; identifies what the researchers take to be the key issues,

the crucial questions and the obvious gaps in the current state of knowledge; and provide sign posts to the reader about where the research is coming from.

Document analysis involves a critical examination of public and private recorded information related to the issue under investigation. The documents analyzed in this study included school lists from sponsors with the names of sponsored students and the amount of money awarded, students application letters to the sponsors asking for sponsorship kept by the sponsors, a document in the DDO's office on NGO activities in the district and a report in the TEFA office on NGOs activities in the schools within the district.

Documents as a source of data are advantageous in that they hold vast amount of information and provide a cost effective method of getting data, particularly large-scale data. However, they have a disadvantage in that the data appearing in print are not necessarily trustworthy.

#### **3.5.4 Focus Group Discussions (FGDs)**

A focus group (sometimes referred to as a focus group interview) is a group interview on a specific topic; which is where the 'focus' comes from. It is an open-ended group discussion guided by the researcher, typically extending over at least an hour, possibly two or more. Figures of eight to twelve are usually thought suitable (Stewart and Shamdasani, 1990) as cited in (Robson, 1993), although smaller group sizes have been used.

Robson (1993) asserts that a FGD is a highly efficient technique for qualitative data collection since the amount and range of data are increased by collecting from several people at the same time. Participants tend to enjoy the experience and the method is also relatively inexpensive and flexible and can be set up quickly. However, the number of questions covered is limited. Also facilitating the group process requires considerable expertise. Moreover, confidentiality can be a problem between participants when interacting in a group situation

In this study, the students' interview questions were administered through focus groups (FGDs) of ten students in each of the schools. The FGDs were conducted with the use of a pre-determined guide for questions. A moderator was used to guide the questioning process as the researcher wrote the responses and observed the non-verbal cues. Each FGD took at least one hour for the process to be completed.

### **3.6 Reliability and Validity of the Study**

Reliability is concerned with the consistency with which a characteristic is measured. If a research instrument yields consistent results or data after repeated trials, then it is reliable. The aim of reliability is to ensure that later investigators would arrive at the same findings and conclusions if following exactly same procedures described by an earlier investigator, and conducting the same case study all over again.

According to Ary (2006), an obvious way to estimate the reliability of a test is to administer it to the same group of individuals on two occasions and correlate the two sets of scores. The correlation coefficient obtained by this procedure is called a test-retest



reliability coefficient. A high coefficient tells you that you can generalize from the score a person receives on one occasion to a score the person would receive if the test had been given at a different time.

The purpose of reliability is to reduce the errors and biases in a study (Yin, 1994). In this study, the instruments were tested for reliability using test-retest method. The instruments were piloted on ten students in Turkana North District. After two weeks the instruments were repeated on the same individuals. A test-retest reliability coefficient was computed to determine the reliability of the scale. The test-retest reliability yielded a correlation coefficient of 0.69 which was high enough to judge that the instruments were reliable for use in the study.

Validity is the degree to which results obtained from analysis of data usually represent the phenomenon under study. A research instrument is valid if its content is relevant and appropriate to what is being measured. Therefore, the researcher will ensure validity of research instruments to enable acquire the focused facts. Experts in the school of Education, Moi University were asked by the researcher to validate the questionnaire and interview schedules with respect to content validity. Their comments were used in revising the instruments. Triangulation of information from different respondents and research tools was used to enhance the reliability and validity of the study.

### **3.7 Data Collection Procedures**

Before the actual study, the researcher piloted the research sought permission to undertake the research from the Ministry of Education (MOE). A written research permit

was granted by the ministry allowing the study to be carried out. Thereafter, the researcher made a pre-visit to the schools concerned to meet with the head teachers and the NGOs in order to gain their co-operation, explain the purpose of the study and assemble key contact informants. Since data to be collected and examined included organizational documents, the researcher stated her intent to request copies of these documents as well as the interview and survey data.

An appointment was sought for conducting the interviews and administering the questionnaire to the principals, class teachers, students and the parents. Consent to collect the data was sought and granted verbally. The researcher and research assistant administered the questionnaire personally.

Interviews with identified key informants were undertaken to clarify and provide basic issues of intent which would have otherwise not been readily available. The researcher conducted the interviews with the key informants but was assisted by the research assistant as a moderator to conduct the FDGs with the students.

### **3.8 Data and Analysis**

“Data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial proposition for the study,” (Yin, 1994). The analysis of case study is one of the least developed aspects of the case study methodology.

Data in this study was analyzed qualitatively and quantitatively. Data was checked for accuracy, completeness of recording, errors and omissions. The questionnaire were coded

and double-checked to ensure quality control. Correctly coded questionnaire were entered in the computer.

The data collected from the field was tabulated in the form of frequencies and percentages to facilitate descriptive interpretations by the researcher. The data was then analyzed using descriptive statistics such as frequency distribution and percentages. The analysis was carried out using the Statistical Package for the Social Sciences (SPSS). The qualitative data was analyzed by putting themes from the objectives of study together. In the study, the effectiveness of NGO sponsorship in enhancing learner retention was estimated.

### **3.9 Ethical Considerations**

The researcher sought permission from the MOE to carry out the study. A written permit allowing the study to be carried out was issued. The Turkana Central District D.C, D.O and D.E.O were also met and permission sought from them.

This would enable the respondents to give information without fear. Consent to interview was sought from all the respondents and verbal consent given. Before collecting the data, the respondents were assured that their responses would be handled strictly in confidence and would be used for research purposes only.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents the analyzed data which was both qualitative and quantitative, the findings of the study and the interpretation of these findings. The chapter comprises of six sections. Section one focuses on the background information of the respondents. The other five sections will present the findings analyzed data and their interpretation under the five main objectives of this study. The five objectives are the reasons why students rely on NGO sponsorship; the benefits students get from NGO sponsorship, the role of parental involvement in learner retention and NGO sponsorship, the role of socio-cultural practices and economic activities in learner retention and NGO sponsorship.

#### **4.1 Background Information of the Respondents**

##### **4.1.1 Students**

The students included in this study were those sponsored by NGOs in education. They filled in questionnaires and were interviewed through FGDs. Those who answered the questionnaires were 312 while those who were interviewed through FGDs were 50. The areas looked at under the students background comprised of their gender, age, educational level and occupation of the parent/guardian as shown in Table 4.1 below.

*Table 4.1 Students Background Information*

		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	217	69.6
	Female	95	30.4
	<b>Total</b>	<b>312</b>	<b>100</b>
<b>Age</b>	<b>Category</b>		
	Below 15 years	17	5.4
	15-18 years	267	85.6
	Above 19 years	28	9
	<b>Total</b>	<b>312</b>	<b>100</b>
<b>Educational Level of Parent/ Guardian</b>	Illiterate	192	61.5
	Primary Level	52	16.7
	Secondary Level	34	10.9
	College/University Level	31	9.9
	Any other(Specify)	3	1
	<b>Total</b>	<b>312</b>	<b>100</b>
<b>Occupation of Parent/ Guardian</b>	Unemployed	220	70.5
	Self-employed	51	16.3
	Salaried/Formal employment	35	11.2
	Any other(Specify)	6	1.9
	<b>Total</b>	<b>312</b>	<b>100</b>

From Table 4.1 above, the category of gender shows that most of the students were male. They comprised of 69.6 % of the participants while only 30.4 % were female. This implies that most of the secondary school going population in the study area is male. Thus the enrolment of students in the study area is skewed with more male students going to school than the female students.

The age category shows that most of the participants, 85.6% were aged between 15-18 years, 9.0 % were aged above 19years and 5.4 % comprised of participants aged below 15 years. This implies that most of the students in the study area are within the secondary

school going age (between 15-18 years). However there are a few early beginners as compared to those who are above the secondary school age.

Table 4.1 above shows that 61.5 % of the participants' parents were illiterate, 16.7 % had primary level education, 10.9 % had secondary level education and only 9.9 % had college or university education. The highest percentage 61.5% of the respondents is illiterate. This implies that the illiteracy levels in the study area are high.

The occupation category in Table 4.1 above shows that, 70.5% of the respondents' parents were unemployed, 16.3% were self - employed while only 11.5 were salaried or had formal employment. This implies that most of the parents or guardians in the study area were unemployed at the time of the study. Therefore, income levels in the study area are low.

The FGDs with the students revealed that the students apply for sponsorship from the sponsors. They are required to present their report forms and baptismal cards. Those with good performance are usually given the priority. The sponsors also look at the tribe and the religious affiliation of the students since most of the sponsoring NGOs are FBOs. The students from the Turkana tribe from poor background and orphans are considered.

The discussions also revealed that one also needs to be social and friendly in order to get the sponsorship. The students also need a recommendation letter from the local church leaders and head teachers of primary schools in order to be considered for sponsorship. They also revealed that there are times when students get sponsorship by chance even when able to pay school fees.

### 4.1.2 Teachers

These participants comprised of class teachers from form one to form four. All the 19 class teachers included in this study answered the questionnaire. They were also interviewed on one on one basis. The background information of the teachers consisted of gender, age and the number of years one had been a class teacher as shown in Table 4.2 below.

**Table 4.2 Teachers Background Information**

	Frequency	Percent
<b>Gender</b>		
Male	14	73.7
Female	5	26.3
<b>Total</b>	<b>19</b>	<b>100.0</b>
<b>Age Category</b>		
20-30 years	7	36.8
31-40 years	11	57.8
41-50 years	1	5.3
<b>Total</b>	<b>19</b>	<b>100.0</b>
<b>No. of years as a class teacher</b>		
≤ 1 year	6	31.6
1-5 years	11	57.6
≥ 5 years	2	10.5
<b>Total</b>	<b>19</b>	<b>100.0</b>

Table 4.2 above shows that 73.7 % of the participants were male and only 26.3 % were female. This implies that there were more male teachers than there were female teachers in the study area hence the girl child may be lacking female role models.

On the age category from Table 4.2 above; 57.9 % of the teachers were aged between 31-40 years, 36.8 % were aged between 20-30 years and only 5.3 % were aged between 41-

50 years. This implies that the teaching force in the study area is middle aged. There are only a few old teachers.

As shown in Table 4.2 above, majority of the respondents, 57.9 % had been class teachers for between 1-5 years, 31.6% had been class teachers for less than one year and 10.5% had been class teachers for above 5years. This most of the respondents interviewed had been class teachers for only a few years (between 1-5 years).

#### 4.1.3 Principals

The five principals from the five schools in the study area answered the questionnaires. They were also interviewed on one on one basis. The principals' background information comprised of gender and age as shown in Table 4.3 below. *Table 4.3 Principals' Background Information*

#### *Background Information*

		Frequency	Percentage
<b>Gender</b>	Male	5	100
<b>Age</b>	<b>Category</b>		
	Below 35 years	1	20
	35-45 years	3	60
	Above 45 years	1	20
	<b>Total</b>	<b>5</b>	<b>100</b>

As shown in Table 4.3 above all the principals of the schools in the study area were males. This therefore comprised of 100% of the respondents. This implies that there is no



female principal in the study area. This could mean that the girl child once again is lacking female role models in leadership positions in the society.

The age of most of the principals was between 35-40 years. Thus 60% of the principals were aged between 35-45 years, 20% were below 35 years and 20% were above 45years. Only one of the principals was aged below 35 years and only one principal was aged above 45 years. This implies that most of the principals were middle aged.

#### 4.1.4 Parents

The parents comprised of the chairmen of the BOG and PTA from each school. They represented the parents and answered questions on their behalf though they may not necessarily be parents in these schools. They answered the questionnaires and were also interviewed on one on one basis. Their background information comprised of their gender and length of being either in the BOG or PTA as shown in Table 4.4 below.

*Table 4.4 Parents' Background Information*

		Frequency	Percentage
<b>Gender</b>	Male	4	40
	Female	6	60
	<b>Total</b>	<b>10</b>	<b>100</b>
<b>Length of being in the BOG/PTA</b>	<b>Category</b>		
	Less than 1 year	3	30
	1-2 years	5	50
	More than 2 years	2	20
	<b>Total</b>	<b>10</b>	<b>100</b>

From Table 4.4 above the gender of the parents interviewed is shown. Thus, 40% of the respondents were male while 60% were female. There were more female respondents

than male respondents. This implies that the female parents participate in the management of the schools than the male parents. This may imply that the male parents do not participate in their children's education.

As shown in Table 4.4 above, 50% of the respondents had served either in the BOG or PTA for a period of time ranging between one and two years. Another 30% had served in the BOG/PTA for less than one year while only 20% of the respondents had served for more than two years. This implies that most of the respondents had served in the BOG/PTA for a short period ranging between 1-2 years. This could also imply that there is a high turn over rate in the management of the schools.

#### **4.1.5 NGO Representative**

This is the diocese of Lodwar which is a Faith Based Organization (FBO). It was selected represent the other NGOs. It is the sponsor with the largest number of sponsored students in secondary schools. It has also built most of the schools in the study area. This FBO was the only sponsor with proper records and statistics on all its activities in education.

This is a department within the Catholic Church which is responsible for all educational matters in the study area and especially for the catholic students. The mission of the Diocese of Lodwar-Education departments is also the mission of the Catholic Church which is evangelical.

Interviews with all the key informants who were school principals, teachers, parents and the NGO representative revealed that the schools in the study area are financed by the

parents, the GOK and the NGOs which comprise of FBOs such as the Diocese of Lodwar, Care International, Salvation Army and African Inland Church (AIC); Oxfam, World Vision, Jesuits Refugees Services (JFR) and Christian Children Fund (CCF).

All the public secondary schools in the study area were built and are sponsored by the FBOs. The major FBO- the DOL has built the three largest and oldest schools in the study area. These schools are Lodwar Boys, Turkana Girls and St. Kevin's secondary school. According to the parents, there is lack of direction as to who is really in charge of the schools; the sponsors or the GOK. This was confirmed by the principals in the secondary schools. However, according to the principals and teachers the government provides teachers for the schools though the schools also employ their own teachers when there is a shortage. Interviews with the principals revealed that the government also gives yearly grants to the schools for laboratory equipment.

The government's policy of free tuition secondary education has had a slight impact in these schools. The NGOs have continued to sponsor students after the introduction of this policy as the funds from the government delays sometimes. However, some NGOs have withdrawn their sponsorship and directed the funds to other programs. Moreover, other NGOs believe that food in schools is given free by the government. One school in the study area has yet to start receiving the government funding since it's a new school. The NGOs confirmed that they have continued to fund education even with subsidized secondary education due to the increasing needs of the youths who are interested in education.

The principals revealed that all the secondary schools in the study area receive NGO sponsorship. Students receive sponsorship per year ranging between 5000 and 10,000 depending on the status of the school, either boarding or day. Boarding schools receives the highest amount. The students themselves apply for sponsorship although some of the parents also seek sponsorship on behalf of their children. There are cases when students apply for sponsorship even when parents are able.

There are also parents who are not aware of the existence of NGO sponsorship and so their children are not in school. The criterion for sponsorship is pegged on several factors including interest in education, discipline, hard work and good performance. The primary school head teachers and the local church leaders usually provide the background information of the students to the sponsors.

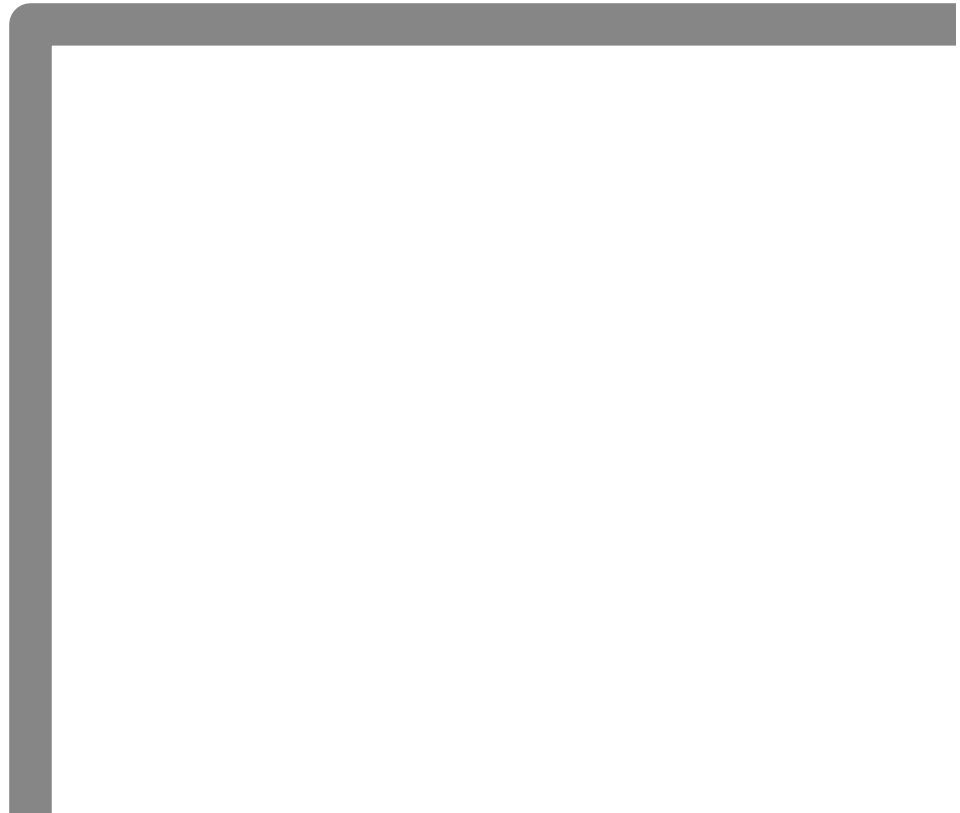
The key informants were in agreement that the NGOs themselves disburse the funds for school fees to the respective schools in order to avoid misuse by individual students and parents. This enhances transparency in the use of funds. The principals in all the schools implied that the sponsored students strive to perform better than those not sponsored in order to retain the sponsorship.

Most of the sponsored students have their full school fees paid and hence they do not drop out of school. However, with partial sponsorship, many students drop out due to lack of school fees. The NGOs stated that they have achieved their objective of enhancing accessibility to education and learner retention by providing the required

facilities and paying school fees for the students. However, they felt that the performance of the students still needs some improvement.

#### **4.2 Reasons for Students' Reliance on NGO sponsorship**

The students, teachers, parents and the major NGO gave the reasons why students rely on sponsorship in education. All the respondents filled questionnaires and were interviewed as to why students rely on NGO sponsorship in education. The data from all the respondents- students, teachers, parents and NGO representative on the reasons why students rely on NGO sponsorship are discussed. The study established that several reasons make the students to rely on NGO sponsorship. The reasons include the availability of sponsorship in education, inability of parents to pay school fees, low income of the parents, lack of interest in education among parents and the unemployment of parents. The students responded to why they rely on sponsorship as shown in Figure 4.1 below.



***Figure 4.1 Reasons for students' reliance on NGO sponsorship as per the students***

Figure 4.1 above shows that inability of the parents to pay school fees is the major reason that makes students to rely on NGO sponsorship. Majority of the students (60.3%) strongly agreed that their parents are unable to pay school fees. Another, 25.6% agreed that their parents are unable to pay school fees. This makes them to rely on NGO sponsorship. Unemployment of parents and low income of parents are also major reasons as to why students rely on NGO sponsorship in education with a percentage of 55.1 and

44.9 strongly agreeing respectively. According to figure 4.1 above, students do not rely on NGO sponsorship because their parents are not interested in education. Most of the students 63.8% strongly disagreed that their parents lack interest in education. Only 4.2% of the students strongly agreed and 6.1% agreed that their parents are not interested in education.

The teachers responded as shown in Table 4.5 on the reasons for students' reliance on NGO sponsorship in education.

**Table 4.5 Reasons for students' reliance on NGO sponsorship as per the teachers**

	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
Availability of sponsorship	21.1	47.4	5.3	26.3	0
Inability of parents to pay fees due to poverty	73.7	26.3	0	0	0
Low income of parents	63.2	36.8	0	0	0
Lack of interest among parents	10.5	47.4	5.3	15.8	0
Unemployment of parents	36.8	52.6	0	0	0

Most of the teachers (73.7%) strongly agreed that inability of the parents makes the students to rely on NGO sponsorship as shown in Table 4.5 above.. This is the major reason for students' reliance on NGO sponsorship. Low income also makes students to rely on NGO sponsorship as 63.2% of the teachers strongly agreed as shown in Table 4.5 above. According to the teachers, the least reason that makes students to rely on NGO

sponsorship is lack of parental interest in education with only 10.5% of the teachers strongly agreeing.

On the other hand, the parents responded as follows as shown in Figure 4.2 below regarding the reasons as to why the students rely on NGO sponsorship.

***Figure 4.2 Reasons for Students' Reliance on NGO sponsorship as per the Parents***



Figure 4.2 above shows that according to the parents, the major reason for students' reliance on NGO sponsorship is the low income of parents with 60% of the parents strongly agreeing. Other major reasons include inability of parents to pay fees and



unemployment of parents. Lack of interest in education among the parents is the least reason making the students to rely on NGO sponsorship with 20% of the parents disagreeing.

Finally, according to the principals, low income of the parents (60%) and unemployment of the parents (60%) are the major reasons making the students to rely on NGO sponsorship. The principals differed with all the other respondents on the issue of parents not being interested in education. One of the principals (20%) strongly agreed that parents are not interested in education and three other principals (60%) agreed. Thus most of the principals implied that the parents are not interested in education.

The above findings in figure 4.2 above indicate that there are genuine reasons that make students to rely on NGO sponsorship. The major reasons for this reliance include the inability of the parents to pay school fees, low income of the parents and the unemployment of the parents. Lack of interest among parents and availability of sponsorship are not major reasons that make the students to rely on NGO sponsorship. However, they also contribute to this reliance although their contribution is minimal.

The FGDs with the students revealed the following as the reasons why students rely on NGO sponsorship in education; poverty, unemployment of parents, availability of NGO sponsorship, illiteracy and ignorance of parents or guardians, lack of interest to educate girls, polygamous families, divorce in the family, death of parents leaving some students as partial or even total orphans and many siblings in the family due to limited use of family planning methods.

The occupation of most parents in the study area is nomadic pastoralist. They have few sheep, goats, donkeys and camels for food but not for sale. Other parents are farmers but only farm during the rainy season along the river banks when the seasonal rivers flood. This enables them to get food but the farming is not for commercial purposes. Some parents engage in small-scale businesses such as selling and burning and selling charcoal, weaving and selling baskets, making and selling the local brew among other small-scale businesses.

The fact that little income comes from these occupations makes students to rely on NGO sponsorship since even food is a problem. The parents in the study area mostly rely on relief food. However, the discussions also revealed that some parents are not willing to sell their animals to fund education as these determine the social status of the person in the society. Girls are also married off early in order to bring more animals in the family.

Availability of sponsors makes some of the students to rely on sponsorship since most of the NGOs are willing to pay and also meet other educational needs of the students. However, according to the discussions, it is usually not easy to get the sponsorship as the sponsors have a vetting process and not everyone who applies for sponsorship is awarded. Sometimes it also depends on how social you are to the sponsors and your religion. Other students do not rely on NGO sponsorship due to its availability as sponsorship is also available through other funds like the Constituency Development Fund (CDF) and school bursaries from the GOK. Perhaps the availability of sponsorship

from the NGOs and GOK makes the parents to relax and also shift the responsibility of educating their children to others.

In addition, the FGDs revealed that the parents are interested in education since they take the students to school. They also encourage the students to apply for sponsorship in education. Some try to provide other educational needs like uniform, stationary and transport to school when they can. Moreover, some of the parents are in adult classes and they regret not going to school earlier. However, there are those who are not interested in education at all. This was attributed to illiteracy and ignorance. Such parents do not see the need to educate girls and encourage early marriages for girls.

The interviews with the key informants established the following as the reasons that make students to rely on NGO sponsorship in education; the area is semi-arid with very few activities to generate income, poverty in the family, unemployment of parents, some children are orphaned, inability of parents to pay school fees, irresponsibility of natural parents especially the fathers, consistency in payment by the NGOs and availability of employment opportunities for the students sponsored by NGOs after school. Perhaps this is what gives the students the motivation to continue studying.

From these interviews, it was established that availability of NGO sponsorship makes most parents to relax and shift their responsibility to the NGOs. Some students take it as their right to be sponsored as they have become used to handouts. It was also revealed that it's easier to get sponsorship. Moreover, the sponsors are more promising since at times they sponsor students up to college level.

In addition, the interviews revealed that most parents in the study area are nomadic pastoralists and have totally nothing to offer their children. NGO sponsorship is the only way their children can access education and food due to long periods of drought. They have few sheep, goats, donkey and camel for food but not for sale. It is so hard for the parents to get food let alone school fees. Most of the people in the study area die of hunger when relief delays. Thus, they cannot afford to meet the educational needs of their children though a few of the parents are able to provide uniform, soap, school shoes, pocket money and stationary to their children. This is mainly during the admission of their children to school.

The interviews further revealed that most parents want their children to break the chain of poverty. However, they are unable to meet the educational needs of their children. Therefore, the NGOs ease the burden of parents. However, not all parents are poor as some have animals running into hundreds but cannot sell them because the animals are prestigious and determine ones social status in the society. The parents just consider themselves poor because they have no liquid cash. The presence of NGO sponsorship makes them neglect their duties. They lack commitment and enthusiasm in school matters. In an interview with one of the parents on 21<sup>st</sup> October, 2008, she had the following to say;

*Some of the parents do not want to use the few resources to educate their children or even pay their own bills. One parent died in Lodwar District Hospital after failing undergo an operation worth Ksh.1000 because she claimed not to have money. When the body was searched before being taken to the mortuary, Ksh.3000 was found in the clothes she was wearing.*

The study established that the students have a positive attitude towards the sponsors and see them as their real parents. They value what the NGOs do and therefore work hard in school. Some even visit the sponsors for advice and even volunteer to work for them during the school holidays. However, some of them abuse this privilege. There are those who are known to cheat to acquire sponsorship. There seems to be a culture of dependency even when they can manage on their own. However, there are those students who value what the NGOs do and therefore work hard in school and even visit the sponsors for advice.

Some of the parents are interested in education especially the literate ones but the illiterate ones and those rooted in their culture do not care. This results to most of their children being left to look after the animals even with sponsorship in education. The attitude of parents towards education has been negative for long since it turns their children against their culture. However, currently there is a minimal change and the attitude is changing for the better. The parents are changing their attitude after seeing the benefits of the educated children.

A few of the parents and students are not aware of the presence of sponsorship as they live in the interior. Most of the parents are nomads and always try to perpetuate their culture. Perhaps this is why some students are out of school. Therefore, the parents do not play an active role in the education of their children.

### 4.3 Students Benefits from NGO Sponsorship

The study established that the students benefit from NGO sponsorship in several ways. The benefits include being able to access education, being able to sit for their exams, having hope for a bright future with education, not being sent home for school fees and are able to meet their educational needs. These benefits are shown in Figure 4.3 below.

*Figure 4.3 Students benefits from NGO sponsorship as per the Students*



Figure 4.3 above shows that the major benefit that students get from NGO sponsorship is the hope for a bright future with 79.5% of the students strongly agreeing. Ability to sit for exams follows with 68.9% students strongly agreeing. Ability to access education is

the third benefit that students get from NGO sponsorship with 62.5% of the students strongly agreeing.

Most of the students were agreeing with the benefits shown in Figure 4.3 above. Only a few students were disagreeing that they get the above benefits from NGO sponsorship. This implies that the students do indeed benefit from NGO sponsorship.

On the other hand, the teachers responded as shown in Table 4.6 on the benefits students get from NGO sponsorship.

*Table 4.6 Students benefits from NGO sponsorship as per the teachers*

<b>BENEFITS</b>	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
School Retention	15.8	52.6	5.3	26.3	0
Accessing Education	57.9	42.1	0	0	0
Not sent home for fees	31.6	26.3	5.3	36.8	0
Ability to meet their educational needs	15.8	42.1	15.8	26.3	0
Hope for a bright future	52.6	36.8	5.3	5.3	0

Most of the teachers strongly agreed (57.9%) that the students are able to access education with NGO sponsorship. The rest of the teachers 42.1% also agreed that students are able to access education. None of the teachers disagreed as shown in Table 4.6 above. Another major benefit that students get from NGO sponsorship is the hope for a bright future with education. Majority of the teachers (52.6%) strongly agreed.

These findings imply that students do benefit from the sponsorship they get from NGO. However, 26.3% of the teachers disagreed that students are retained in schools as a result of NGO sponsorship. This indicates that there could be other factors interfering with learner retention NGO sponsorship not with standing.

The parents further reinforced the above findings on the benefits that students get from NGO sponsorship. They responded as shown in Table 4.7 below.

***Table 4.7 Students Benefits from NGO sponsorship as per the parents.***

	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
School Retention	40	30	0	30	0
Accessing Education	60	30	0	10	0
Not sent home for fees	30	40	10	20	0
Ability to meet their educational needs	20	50	10	20	0
Hope for a bright future	20	80	0	0	0

Table 4.7 above shows that the parents were agreeing with the students and teachers on the issue of students' benefits from NGO sponsorship. The major benefit according to the parents is ability to access education with 60% of the parents strongly agreeing and 30% agreeing. The other benefit if the students' hope for a bright future with education as 20% of the parents strongly agreed and 80% agreed. This implies that the sponsored students



benefit from NGO sponsorship. None of the parents strongly disagreed that the students benefit from NGO sponsorship.

The principals further supported the students, teachers and parents that the students benefit from NGO sponsorship in education. According to the principals, the major benefit is the ability of the students to access education with 60% of the principals strongly agreeing. Only one principal (20%) disagreed that students are able to meet their educational needs with NGO sponsorship.

The FGDs with the students established that the students benefit from NGO sponsorship in education. They are able to access education, they are not sent home for school fees since their fees is paid by the sponsors, the girls have security in school since they can not be married off by their parents, they are provided with learning materials, school uniform, stationary and sometimes, health care, school boxes, shoes and other gender specific needs like sanitary towels. Most students wouldn't be in school if they had not been sponsored by the NGOs since their parents are unable to pay school fees. However, according to the FGDs there are those who would still be in school since they can get bursaries from the CDF.

The interviews with the principals, teachers, parents and the NGO representative revealed that the benefits that students get from NGO sponsorship include school fees, uniforms, shoes, stationeries, accommodation, food and personal effects like sanitary towels, soap, paraffin etc. The sponsors confirmed that they sponsor students in order to improve their quality of life. They do this by paying school fees, giving personal items such as books,

uniforms, food, accommodation, sanitary towels among other personal effects needed by the students.

Most of the sponsored students benefit as they are able to acquire education which their parents wouldn't have been able to pay for. Most of the students working in government offices and also with the NGOs in the study area today were sponsored by NGOs in one way or the other. Some students are sponsored up to tertiary levels of education. NGO sponsorship has assisted in the improvement of school retention and completion rates.

The interviews also revealed that there are those students, who are sponsored in education, make it in life but do not go back to help the community. They assume that the sponsors will continue sponsoring students in the community. Thus they do not own up the initiative to developing their own community. The interviews also revealed that most of the students respect the sponsors than their own parents. This is because some of the parents are not learned and do not care about education. Some students do not go home after school and even lie to their parents that the sponsors want to see them and then just loiter around Lodwar town. This is because they do not want any association with the poverty and hopelessness in their homes. The attitude of the students towards the sponsors is positive as they see they see them as their real parents. Without sponsorship, majority of the students wouldn't afford education.

#### **4.4 Parental Involvement in Learner Retention and NGO sponsorship**

To find out the influence of parental involvement in learner retention and NGO sponsorship, the respondents were asked to respond on how parents participate in

education and the support parents give to their children and school administration. All the respondents; students, teachers, parents and NGO representative filled in the questionnaires. They were also interviewed by the researcher. The data collected from these instruments, established that most of the parents are not involved in the education of their children. The factors used to measure parental involvement in education include supervision of homework, provision of adequate school needs, provision of adequate time for study, ability to meet the educational needs of their children, attending school meetings, visiting schools to check the progress of their children and supporting school field trips. The responses given by the students are shown in figure 4.4 below:-

*Figure 4.4 Parental Involvement in Education as per the students*

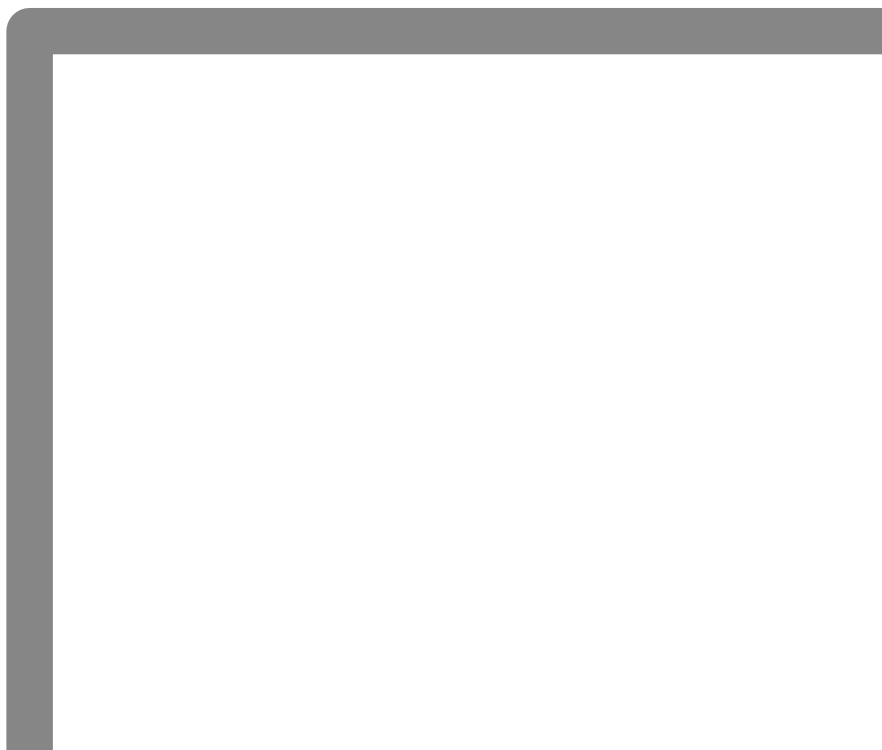


Figure 4.4 above shows that the major way in which parents participate in their children's education is by providing adequate time for study at home. Most of the students (52.6%) strongly agreed. Parents also supervise their children's homework as 43.3% of the students strongly agreed. However, 30.6% of the students disagreed that their parents visit the school to check their progress. Another 20.8% disagreed that their parents attend school meetings when required.

These findings imply that parental involvement in education is almost average. Therefore, most parents just provide adequate for studying at home and supervises the homework. The teachers responded as shown in Table 4.8 below on this issue of parental involvement in education.

***Table 4.8 Parental Involvement in Education as per the Teachers***

<b>PARENTAL INVOLVEMENT</b>	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
Visiting schools to check progress	5.3	31.6	5.3	47.4	10.5
Supporting the discipline given	5.3	31.6	15.8	26.3	21.1
Sending proxy representation in meetings	21.1	47.4	10.5	21.1	0
Supporting field trips	5.3	15.8	5.3	42.1	31.6
Meeting children's educational needs	10.5	10.5	5.3	68.4	5.3

According to the teachers, parents do not attend school meetings. They send proxy representation to these meetings. From Table 4.8 above, 21.1% of the teachers strongly agreed and 47.4% agreed that parents send other people to represent them during school meetings. Parents do not also support school field trips. Majority of the teachers (31.6%) strongly disagreed and 42.1 disagreed that parents support field trips. The teachers also agreed that the parents are not able to meet the educational needs of their children as 68.4% of the teachers disagreed. Thus the findings in Table 4.8 above show that there is minimal parental participation in school matters according to the teachers.

On the other hand, the involvement of parents in the education of their children is shown in Table 4.9 below.

**Table 4.9 Parental Involvement in education as per the parents**

	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
Visiting schools to check progress	10	30	10	30	20
Contributing PTA levies	10	40	20	30	0
Sending proxy representation in meetings	0	60	40	0	0
Supporting field trips	0	30	10	30	30
Meeting children's educational needs	0	30	50	0	20

From Table 4.9 above, 60% of the parents agreed that parents do not attend school meetings. Few parents contribute PTA levies as 40% of the parents agreed. Only 30% of the parents agreed that parents are able to meet the educational needs of their children while 60% disagreed.

This implies that the parents in the study area are not fully committed in the education of their children as they do not participate maximally to the education of their children. Thus, the sponsors fund education and are more concerned with the students' education. The principals also seemed to agree with the teachers and parents that parents are not fully involved in the education of their children. This is shown in Table 4.10 below.

*Figure 4.10 Parental Involvements in Education as per the Principals*

<b>PARENTAL INVOLVEMENT</b>	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
Supporting the school administration	60	0	0	40	0
Attending school meetings	20	80	0	0	0
Supporting the discipline given	20	80	0	0	0
Supporting field trips	40	0	0	60	0
Meeting children's educational needs	20	20	40	20	0

Table 4.10 above shows that according to the principals, parents do not support the school field trips as 60% of the principals disagreed. However, parents support the school administration as 60% of the principals strongly agreed. The principals also agreed that parents attend school meetings and also support the discipline given to their children.

FGDs with the students supported the above findings. They revealed that there seems to be minimal parental involvement in education. Only the educated parents supervise their children's homework. Some of them remind their children to study and also encourage holiday tuition. However, those who are illiterate just encourage the students and give them moral support. Other parents are just not interested. There are also those students who are responsible and do not need parental supervision when doing their homework. Mostly the sponsors check the report cards in order to guarantee sponsorship. Most students can only explain to the parents what happens in the school.

Most parents are not able to provide adequate educational needs to their children. This is because most of them are unable to while there are those who don't see the essence of education. However, some do provide school uniform, soap and stationeries. Others parents force students to look after animals. At times, the girls are overworked until there is no time to study. Most of the parents especially the educated and those interested in education allow their children enough study time at home.

In addition, the FDGs revealed that most of the parents do not visit their children in school to check their progress in education. Only the educated take the initiative. The distance from home to school is far and most of the parents lack transport to school. The study area is underdeveloped. Therefore there is a problem of vehicles for transport to these schools. Sometimes there are a lot of problems at home to waste the little money they have visiting the schools. Some of these parents are also very old.

Moreover, there are other parents who also feel inferior because of their traditional dressing modes. There are also those who are physically challenged. Others are busy rearing animals or even looking after other siblings while others are too illiterate to care about what happens in school. Some of the parents do not even know the name of the school where their children study. This could be the reason why the students struggle on their own to look for sponsorship. Sponsors also come in and become like the real parents of these students.

The FDGs further revealed that parents believe that it is the responsibility of the sponsor to check the progress of their children in education. Most parents attend school meetings



once a year and especially during the prize giving day at the end of every year. However, there are those students who are orphaned and hence no parent to attend these meetings.

The interviews with the principals, teachers, parents and the sponsor also revealed the fact that parental involvement in education is minimal. They rarely participate in school activities because of poverty, ignorance, illiteracy and no value for education. Few parents understand what happens in school since most of them never went to school. They also give minimal support to the sponsors and others do not support at all.

Mostly, it's the students who look for sponsorship. Most of the parents are ignorant of the importance of education and thus do not appreciate what is done by the sponsors. They take it as the responsibility of the sponsor to sponsor their children. The interview with the sponsor revealed that some of the parents even bring their children to the sponsor and say "*Nimeleta mtoto wako*" directly translated to mean "*I have brought your child*". Thus, the parents consider the sponsors as the real parents of these children. Perhaps this would justify why they do not do any follow-up for their children. Only a few follow-up when children do not go to school and ensure that they are in school. However, some parents appreciate the work done by the sponsors. Others believe that they can only get help from the church. The Christian parents donate items like brooms to the church. Others write letters of appreciation to the sponsors. This way these parents show that they are interested in their children's education.

These interviews further revealed that most parents do not respect the school administration. Others are very primitive and are against the non locals who form a large

percentage of the school head teachers. Most of the parents have left the discipline of their children to the teachers and sponsors. These parents assume that they are not part of the education system. They claim that;

*“A Turkana does not know how to take care of children; they know how to take care of goats”.*

Thus parents do not support the school in disciplining their children. This is because in their culture they are more concerned with taking care of animals than children. To them, children should look after animals and marry thereafter. Most of the parents believe their children are always right. However, some of the parents come to school when summoned to discipline their children. They also offer guidance and counseling to students during parents day. Others just support the discipline given to their children by the schools. The interviews revealed that field trips are expensive for the parents and hence the parents meet only the transport and subsistent costs. Other parents believe that the field trips are a waste of time and resources which cannot be afforded.

Most parents are not able to meet the educational needs of their children. Others are unwilling to sell their animals to meet the educational costs of their children. Parents normally visit the school once or twice a year especially when they are invited by the schools. This is normally during PTA meetings and prize giving days. Very few parents pay PTA levies. Some parents will attend the meetings only to quarrel and bring problems in the school. However, others do not attend the meetings since they come from very far and cannot afford transport to school.

There are also a large number of parents who send other relatives and friends to represent them in these meeting. Perhaps this could be attributed to their illiteracy and also ignorance. There are also parents who visit relatives and urge them to contribute items such as pens and exercise books.

#### **4.5 The Role of Socio-cultural Practices in Learner Retention and NGO sponsorship**

To find out the role of socio-cultural practices in learner retention and NGO sponsorship, all the respondents were asked to name the cultural activities students engage in, the time they engage in them, the reasons why they engage in them and how these practices affects students education.

The study established that students participate in several socio-cultural practices which in turn impact negatively on their education. These practices include cattle rustling, initiation ceremonies, nomadism, traditional dances and rearing large herds of cattle. The students responded as shown in Figure 4.5 on their participation in socio-cultural practices.

**Figure 4.5** *The Role of Socio-cultural practices in Learner Retention as per the students*

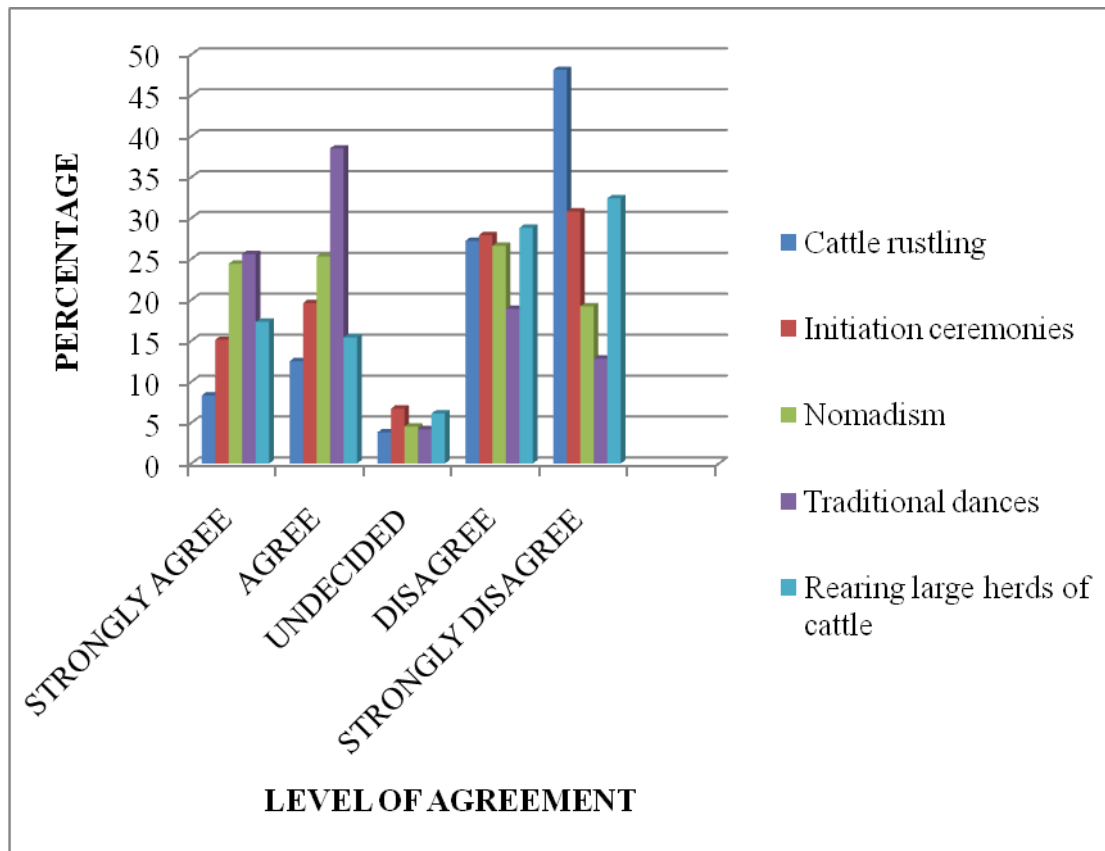


Figure 4.5 above shows how the students responded on their participation in socio-cultural practices. Most of the students 48.1% strongly disagreed that they practice cattle rustling. A reasonable number of the students strongly agreed that they participate in traditional dances (25.6%). Another 24.4% strongly agreed that they practice nomadism. These findings indicate that students involve themselves in practices that may interfere with their education.

The teachers responded to the role of socio-cultural practices in learner retention as shown in Figure 4.6 below.

***Figure 4.6 The Role of Socio-cultural practices in Learner Retention as per the teachers***



Figure 4.6 above shows that some students participate in socio-cultural practices. The major practices they engage in include nomadism (26.3%), traditional dances (26.3%)

and rearing large herds of cattle (26.3%). On the other hand other respondents disagreed that they participate in socio-cultural practices. Cattle rustling is the least practiced socio-cultural activity with 31.6% of the students disagreeing and 21.1% strongly disagreeing. The parents also indicated that students participate in socio-cultural practices as shown in Table 4.11 below.

**Table 4.11 The Role of Socio-cultural practices in Learner Retention as per the parents**

	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
Cattle rustling	0	30	40	30	0
Initiation ceremonies	0	50	10	40	0
Nomadism	30	60	10	0	0
Traditional dances	40	60	0	0	0
Rearing large herds of cattle	40	30	10	10	10

The parents were agreeing with the other respondents. They agreed regarding the major socio-cultural practices that students engage. These are traditional dances, rearing large herds of cattle and nomadism. None of the parents disagreed that students participate in nomadism and traditional dances.

The principals also supported the students, teachers and parents' findings. They agreed that student participate in nomadism (80%). However, according to them, rearing large herds of cattle is a major cultural practice (80%) that students participate in.

The involvement of students in these activities influences learner retention in schools. NGO sponsorship in education therefore plays a major role in learner retention since it acts like an incentive for the students to stay in school. Probably without NGO sponsorship, students would have no other business but to engage in these socio-cultural practices.

The FGDs with the students supported the above findings. They revealed that socio-cultural practices that students engage in play a role in influencing learner retention and NGO sponsorship. The socio-cultural practices as established by this study include; Cattle rustling, Initiation ceremonies “Asapan”, Nomadism, traditional dances “Edong’a”, rearing large herds of cattle, bull fighting, wrestling “Eklek” and sex, tattooing and athletics of “wa raia”. The socio-cultural practices that students engage in, the time these practices are done, the reasons for practicing them and their effects on education are shown in Table 4.12 below.

**Table 4.12** *Socio-Cultural Practices and Learner Retention*

<b>Cultural Practices</b>	<b>Time Practiced</b>	<b>Reason for Practicing</b>	<b>Effects on Education</b>
Cattle rustling	School	As part of culture	Disruption of studies
Initiation Ceremonies “Asapan”	Holidays	For leisure	Wastage of time for study
	Night time	Entertainment	Sense of low esteem because of tattoos’ and ear-piercing
Nomadism	Weekends	Expose talents	Injuries Death
Traditional dances “Edong’ a”		Boost creativity As part of exercise	
Rearing large herds of cattle			
Bull fighting			
Wrestling “Eklek”			
Sex			

As shown in Table 4.12 above, these activities are normally practiced mostly during the school holidays, weekends and at night time. The reasons for practicing them include; identifying with their culture and showing the community that they have not been ruined by education, and also for development towards adulthood.

Participation in these practices influence learner retention especially of the girl-child. This is because some of these practices like traditional dances are usually performed at night and sometimes lead to immoral behavior which can result to pregnancies. Girls are



also supposed to demonstrate that they are ready for marriage by exposing their chests during these dances. Some of these girls are forced by their parents to marry early.

These socio-cultural practices affects the learner retention as they lead to disruption of studies, wastage of time for study, gives students a sense of low esteem because of tattoos' and ear-piercing, injuries and sometimes death. Therefore, the socio-cultural practices affect learner retention and consistency in attending school.

The interviews with the principals, teachers, parents ant the sponsor further supported the above findings on socio-cultural practices. They revealed that students engage in socio-cultural practices that interfere with their schooling. The following are the cultural practices that students engage in; cattle rustling, traditional dances, nomadism, sex, early marriages, initiation rites and community defense.

Students usually participate in these socio-cultural practices during the school holidays, weekends, in the evenings and at night. The occupation of most of the people in the study area is nomadic pastoralists. They move from place to place with their animals in search of pasture and water. This movement of the nomadic families affects the learning process of the students. At times students spend a long time out of school trying to pursue relations. Sometimes they don't report back to school.

The community in the study area has very strong attachment to their livestock. This makes them to put in place every effort to safeguard the survival of these animals and the continuity of the cultural values. The animals are considered as a source of wealth and social status. The cultural expectation among the Turkana children leans more towards

pastoralism than formal education. Children are strictly brought up to copy and practice traditional activities such as livestock herding especially for boys. Many parents marry off their daughters in order to earn dowry which is in form of livestock. This increase their herds and hence their social status.

The interviews further revealed that cattle rustling are occasional cultural events done by the community and involve the youth especially the males. They lead to school dropouts, injuries and sometimes death since they go fighting with neighbouring communities. This cultural practice kills their interest in education as the raiders get livestock which is the ultimate measure of wealth. Insecurity therefore, becomes a serious drawback to development in general and specifically, education is badly hampered.

The traditional dances encourage immorality among the youth and so there are many teenage pregnancies leading to school dropouts. Most pastoralists do not understand the concept nor even value formal education. Many of them have known schools as rehabilitation and feeding centers especially after prolonged drought. This perception may be directly responsible for low learner retention and completion rates in schools in the study area, NGO sponsorship notwithstanding. Parents are unwilling to educate their children especially girls. Therefore, without NGO sponsorship most of them wouldn't be in school.

#### **4.6 The Role of Economic Activities in learner Retention and NGO sponsorship**

To find out the role of economic activities in learner retention and NGO sponsorship, all the respondents; students, teachers, principals, parents and NGO representative were asked to name the economic activities students engage in, the reasons why they engage in economic activities, the time they engage in them and how these activities affect their education.

The study established that students engage in various economic activities to earn a living. These activities include burning charcoal, weaving baskets and mats, small-scale businesses, fishing and casual labor. The students responded as shown in Figure 4.7 below.

*Figure 4.7 The Role of Economic Activities in Learner Retention as per the students.*



Figure 4.7 above shows that students engage in economic activities. The major activity is casual labor with 31.1% of the students strongly agreeing and 27.9% agreeing. Most students do not burn charcoal as an economic activity as 41% of the students strongly disagreed.

The teachers responded to the role of economic activities in learner retention and NGO sponsorship as shown in Table 4.13 below.

**Table 4.13 The Role of Economic activities in Learner Retention as per the teachers**

	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
Burning charcoal	5.3%	21.1	26.3	26.3	21.1
Weaving	10.4	42.1	5.3	31.6	10.5
Small-scale business	10.5	42.1	26.3	15.8	5.3
Fishing	5.3	52.6	15.3	16.5	15.8
Casual labor	26.3	47.4	10.5	15.8	0

Most teachers agreed that students engage in economic activities. The major activities are casual labor (47.4%) and fishing (52.6%). None of the teachers strongly disagreed that students engage in casual labor. Only 15.8% of the teachers strongly disagreed that students engage in fishing as an economic activity.

The parents on the other hand responded to the role of economic activities on learner retention as shown in Table 4.14 below

**Table 4.14 The Role of Economic activities in Learner Retention as per the parents**

	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Undecided (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
Burning charcoal	30	40	0	30	0
Weaving	20	70	10	0	0
Small-scale business	30	50	20	0	0
Fishing	30	50	20	0	0
Casual labor	40	60	0	0	0

Table 4.14 above shows that most of the parents agreed that students engage in economic activities. Casual labor is the major economic activity with 40% of the parents strongly agreeing and 60% agreeing. The other major economic activities that students engage in are fishing and small-scale businesses.

The principals further supported the students, teachers and parents that students engage in economic activities. Small-scale businesses, weaving and charcoal burning are major economic activities according to the principals.

The finding above from Figure 4.8, Table 4.13 and Table 4.14 shows that majority of the students engage in economic activities. The students' involvement in these activities, play a role in learner retention and hence NGO sponsorship. Therefore, it implies that the students and parents in the study area are needy. The sponsorship from NGOs therefore, enhances learner retention in schools. The above findings on the participation of students

in economic activities were further supported by the FGDs. These discussions revealed that the economic activities include weaving baskets, mats and brooms, fishing, burning charcoal, small-scale businesses e.g. selling newspapers and magazines, making and selling local brew, making and selling baskets, making and selling 'shangas' (necklaces, bangles, rings etc), fishing and selling fish, hawking water, photography etc, casual labor (e.g. washing clothes, house help, fetching water, working for the NGOs etc), nomadic pastoralism, farming, pottery and prostitution.

The economic activities that the students engage in, the time the activities are practiced, the reasons for practicing them and their effects on education are shown in Table 4.15 below.

**Table 4.15** *Economic Activities and Learner Retention*

<b>Economic Activities</b>	<b>Time Practiced</b>	<b>Reasons for Practicing</b>	<b>Effects on Education</b>
Burning charcoal	Holidays	Earn a living	Wastage of school time
Weaving baskets, mats, brooms etc	Weekends	Supplement family income	School drop outs
Small-scale businesses	Evening and night time	Meet basic school needs e.g. transport, pocket money, shopping etc.	Pregnancies
Fishing	When sent home for fees	Division of labor	Sexually transmitted infections
Casual labor			
Nomadic pastoralism			
Farming			
Pottery			
Prostitution			

As shown in Table 4.15 above, these activities are usually done during school holidays, weekends, evening and night time and when they are sent home for fees. Some of the reasons why students engage in these activities include earning a living, supplementing the family income, meeting the basic school needs e.g. transport, pocket money, shopping etc. and for division of labor in the family. Some of the effects of these activities to their education include wastage of school time, school drop outs, pregnancies and sexually transmitted infections



The interviews with the principals, teachers, parents and the sponsor revealed that students engage in the following economic activities; livestock rearing, fishing, weaving, small scale businesses e.g. making and selling local brew “kaanda”, burning charcoal, casual labor, weaving, working as tax drivers in Lodwar town, working NGOs and entertaining tourists at the lakeside. Some students engage in the economic activities of their parents to support them in meeting their daily needs. The parents encourage students to engage in their economic activities because of division of labor. Others force students to stay out of school to take care of animals. However, these activities enable those students without sponsorship to raise fees and buy other school items like uniforms and books.

Mostly, they engage in these activities during the school holidays, weekends and evenings after school for the day scholars. However, there are those who miss school or use school time e.g. games time to engage in these activities. This leads to school dropouts and at times wastes time for private study hence poor performance in exams. Some of the students drink the local brew they make and sell. For such students, most of the time is spent working and not studying. This causes chronic absenteeism in schools. Moreover, students drop out of school in order to engage in these activities.

The interviews further revealed that most girls engage in these economic activities since their parents are not able to give them financial support for their school up keep. They lack the gender specific needs like sanitary towels. Therefore, they go to well-wishers who are ready to give something for free hence they are taken advantage of. Some of

these girls are sold by their parents as labor to earn them a living. Most of them become baby caretakers, charcoal sellers, alcohol brewers' basket and mat sellers. Other girls get pregnant and drop out of school. Some students who would have performed well drop drastically academically. Perhaps this is accelerated by the fact that there is only one boarding girls' school in the study area. Most girls attending day school live alone in rented accommodations on peri-urban and urban areas where most of the schools are located. This exposes them to the danger of being exploited by men who present themselves as good Samaritans. When some of the students are faced with challenges in education, they do not go for practical remedies but instead feel that they have the economic activities to fall back to. To some students, the economic activities strengthen their will to work hard in school in order to lead a better future.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion of the findings in chapter 4 in relation to the study objectives and existing literature review in chapter two. The chapter is divided into three sections. Section one discusses the study findings, section two deals with the conclusion of the study and finally section three deals with the recommendations based on the implication of the study findings.

#### **5.1 Discussion of the Findings**

The findings of this study are discussed under five sections. These sections are based on the five objectives of the study and will relate to the literature review in chapter two and the data analysis in chapter four.

##### **5.1.1 Reasons for Students Reliance on NGO Sponsorship in Education**

The study established that inability of parents to pay school fees and meet other educational costs of their children due to poverty is the major reason making students to rely on NGO sponsorship. Majority of the students, 60.3% strongly agreed and 25.6% agreed that their parents are unable to meet their educational costs. The students were supported by all the teachers, the parents, the NGO representative and the principals. All these respondents agreed that parents are poor hence not able to meet the school costs.

The inability of parents to meet the educational costs of their children is caused by the unemployment of these parents and hence low income.

Majority of the students 55.1% strongly agreed and 27.9% agreed that their parents are unemployed. Therefore, the students rely on NGO sponsorship since their parents are not able to pay school fees and meet other school requirements like stationary, uniforms and shoes. However, there are those parents who have animals they can sell but they do not sell them. This is because of the cultural attachment to these animals. In any case, education is a foreign culture to them. Moreover, most of them are ignorant of the benefits of education.

These findings are similar to the findings in a report by KNBS (2007), which revealed that lack of money for school expenses; incidental costs like school uniform and feeding are still a burden to some parents. This study also found out that 12.8% of population (6-17 years) in the larger Turkana district who never attended school due to lack of money for school. Those who ever attended school and not currently in school due to lack of money for school costs comprised of 54.7% of the population. The costs of uniforms, supplies and transportation may be well beyond the means of households especially when the household has several children of school going age.

On the same note, Eshiwani (1987) asserts that the cost of education is one of the major causes of drop outs from school. In agreement, a report by OECD/UNESCO (2003), states that the Turkana parents are not able to buy food, pay school fees, buy uniforms, books plus other learning materials. Therefore, there are many children who do not go to

school. This means that choices have to be made, and the choice is often to dropout of school or worse still, to deny schooling to girls while enrolling boys, thereby contributing to maintaining the inferior status of women. Table 4.1 shows that the enrolment in secondary schools in the study district is much skewed with more boys (69.6%) than (30.4%) than girls going to school. Moreover, there are more male than female teachers in these schools. In addition, there is no single female principal in the study area.

The gender disparity in enrolment set backs include increase in orphans due to HIV/AIDS, family breakdown and mostly neglected special needs of girls like sanitary pads when they reach puberty. These findings are further supported by the findings in a report by TEFA (2004) which found out that the districts' enrolment is much skewed with more boys than girls attending school in all levels of education. Perhaps the reason for this is the Turkana culture which encourages early marriages for girls. Early marriages add more animals in the family thereby lifting the social status of the parents.

The study further established that parents also associate the schools with early pregnancies which cause girls never to marry traditionally. Moreover, parents believe that girls have to work in order to bring income in the family and also look after the younger siblings. Thus, inability to pay fees was found to be the major factor limiting parents from investing in the education of their daughters and hence the reliance on NGO sponsorship.

Availability of NGO sponsorship in education makes students to rely on sponsorship as established by this study. 60.3% of the students agreed that availability of sponsorship in

education makes them to rely on NGO sponsorship. This was supported by all the parents who also agreed. It was further supported by the principals where four principals agreed that availability of NGO sponsorship in education makes students rely on sponsorship with only one principal disagreeing. Majority of the teachers (68.5%) agreed further supporting the other respondents. Probably, this reliability on sponsorship is enhanced by the willingness of the NGOs to fund education as one principal claimed.

The interviews revealed that lack of parental interest in education also makes students to rely on NGO sponsorship. Though the students claimed that their parents are interested in education as 87.8% disagreed, the parents were fifty-fifty that they are interested in education; four out of five principals agreed that parents are not interested in education while one principal disagreed. Most of the teachers (59.5%) further supported the parents and principals that parents are not interested in education. These findings are similar to the findings of KNBS (2007) which revealed that the percentage distribution of population (6-17 years) who never attended school because their parents did not let them was 25.9%. Furthermore, the percentage of children (6-17 years) who ever attended school and were not currently in school since their parents didn't let them was 15.1%.

Illiteracy of the parents is another reason that makes students to rely on NGO sponsorship in education as established by this study. Most of the students' parents (61.5%) are illiterate. Perhaps this illiteracy makes the parents ignorant of the benefits of education hence abdicating their responsibilities. They leave the students no choice but to rely on NGO sponsorship. Moreover, illiterate people are oblivious of family planning

methods. This leads to large families hence many siblings to educate. This makes the students to rely on NGO sponsorship in their education.

These findings agree with the report by KNBS (2007) which revealed that in Kenya, Mandela and Turkana District have the least literacy levels. Only 19.1% of the population in Turkana is able to read and write. According to the sponsors and principals, parents neglect their responsibilities. They take it as the duty of the sponsors to educate their children. The parents consider the sponsors as the real parents of their own children. The teachers felt that there is a dependency syndrome by the parents and their children on NGO sponsorship even when they can manage on their own.

The sponsor attributed this to illiteracy and ignorance of some parents. The sponsor stated that most parents want their children to break the chain of poverty in the family. However, one of the principals claimed that irresponsibility of natural parents especially fathers makes the students to rely on NGO sponsorship. This is supported by the fact that there were more female parents than there were male parents in the schools' administration i.e. in the BOG and PTA in most schools. The students FGDs revealed that the presence of many orphans in the study area makes the students rely on NGO sponsorship. This was confirmed by the principals.

Therefore, the main finding of this objective is that several reasons make the students in the study area to rely on NGO sponsorship in education. The major reason is the inability of parents to pay school fees due to poverty. This also results from the unemployment of the parents and hence low income of these parents. Other reasons include availability of

NGO sponsorship in education, lack of parental interest in education, illiteracy and ignorance of some parents, large families, and the presence of many orphans and the irresponsibility of the natural parents.

### **5.1.2 Students Benefit from NGO Sponsorship.**

The FGDs with students revealed that the students benefit from NGO sponsorship in the following ways; school fees payment, provision of learning materials such as pens and books, food, medication, accommodation, uniforms, shoes and personal effects such as sanitary towels, soap, lanterns and paraffin to use for studying at home. The girls benefit in a special way in that they have security and are safe in school especially those in boarding schools since they can not be married off by their parents.

The sponsored students are able to access education which their parents would not be able to pay for. Majority of the students, 62.5% strongly agreed and 25.6% agreed that they are able to access education due to NGO sponsorship. This was confirmed by the principals, teachers and parents. The FGDs confirmed that most of the students wouldn't be in school if they were not sponsored as their parents were not in a position to cater for all their school needs.

Further, the FGDs confirmed that most of the students couldn't afford school fees and huge fees arrears would make them be sent home for fees. The students who are sponsored in education are not sent home for fees. Majority of the students, 48.7% strongly agreed and 28.5% agreed that they are not sent home for school fees. All the five principals confirmed this. This was further supported by seven out of the ten parents. The



students also stated that they can hope for a bright future with education with 79.5% strongly agreeing and 18.9% agreeing. This was further supported by the principals, parents, teachers and the NGO representative.

These findings are similar to the findings in the KNBS report (2007) which asserts that education enhances people's ability to take advantage of opportunities that can improve their well-being as individuals. It is a key determinant of earnings and therefore an important exit route from poverty. NGO sponsorship enhances learner retention in schools and hence completion rates. This was confirmed by four out of the five principals who agreed that sponsored students are retained in school. This is because the NGOs are prompt and consistent in the payment of school fees.

All the respondents were in agreement that the negative attitude towards education by the parents is changing gradually. Parents and principals were in agreement that most of the students have developed a negative attitude that it is their right to be sponsored due to poverty. This was further confirmed by the teachers who were in agreement that the students and parents have a culture of dependency even when they can manage on their own. The NGOs ease the burden of the poor parents in education though some who are able do take advantage of the sponsorship.

The interviews with the sponsor and principals revealed that most young people working in government offices in Turkana today were sponsored in one way or the other. Some of these students were sponsored up to tertiary levels of education by the NGOs. All the

respondents were in agreement that NGO sponsorship has assisted in the improvement of learner retention and school completion rates.

Therefore, the main finding of this objective is that students do benefit from sponsorship in education by the NGOs since the sponsors enhance accessibility and retention in education.

### **5.1.3 Parental Involvement in Education and Learner Retention**

Parental involvement in education is very important in the learning process. Chapman and Friendman (n.d) asserts that when parents are involved in the education process, students have higher grades and graduation rates, better school attendance among other things. They further asserts that one of the characteristics exhibited by families whose children are doing well in school include encouraging children's development in school by showing interest in school issues. They help their children in their homework. They also discuss the value of good education and possible career options. They keep in touch with teachers and school staff.

According to the principals parental involvement in the study area is minimal. It includes participation in school activities by attending school meetings such as the parents' day, school committee meetings and supporting the PTA projects. 75% of the students agreed that their parents help to supervise their homework. However, the FGDs with the students revealed otherwise. They confirmed that most of their parents are illiterate and they do not understand what goes on in school. Most of the students claimed that their parents even fear them since they have education. This makes the students feel superior to the

parents. Perhaps this would explain why the parents do play a major role in the discipline of their children.

On the issue of provision of adequate school needs by parents to their children, 24% of the students strongly agreed and 29.2% agreed that their parents are able to meet their educational needs. The teachers disagreed with the students by claiming that the parents are not able to meet the educational needs of their children. Most of the teachers (64.8%) disagreed. The parents further supported the teachers by refuting that they are not able to meet the educational needs of their children. Seven out ten parents disagreed that they are able to meet the educational needs of their children. The principals further concurred with the parents and teachers that the parents are not able to meet the educational needs of their children. Majority of the students (87.5%) agreed that their parents allow them adequate study time at home. However, the FGDs with the students revealed otherwise. They claimed that there is usually a lot of work to be done at home hence there is little time to study at home.

Through the FGDs, it was established that the parents do not visit the school to check the progress of their children. On the contrary, it is the sponsors who are more concerned with the performance of the students they sponsor. This was supported by the teachers who stated that parents do not bother to visit the schools as required in order to check the progress of their children. Most of the teachers (57.9%) disagreed that parents visit the school to check their children's progress.

On attending school meetings, all the principals were in agreement that parents attend the meetings. Teachers on the other hand claimed that though parents attend these meetings, it's not the natural parents who attend but rather they send proxy presentation to these meeting.

The study established that some parents do come to school when summoned in order to assist in disciplining their children. They also offer guidance and counseling to students during the parents day. This was further supported by all the school principals who confirmed that some parents assist in the discipline of their children when summoned in school. Two principals agreed that parents support the school administration while two principals contradicted them. They claimed that the parents do not support the school administration and are un-cooperative. According to the parents, they do not go to school when required to as some of them come from very far and cannot afford transport to school. The means of transport are also a problem as the infrastructure is poor. This was further supported by the FGDs which revealed that the distance to school is far and parents are poor hence they cannot afford transport.

Through the interviews with the teachers, it was established that parents do not support field trips outside the school. Most of the teachers (42.1%) strongly agreed 31.6% agreed) disagreed that parents support field trips outside the school. Two principals supported this while three principals disagreed. These findings contradicts a report by TEFA, (2004) who observed that parents send children to school and collaborate with other education

providers. They pay school fees when able and provide land for school construction through the county and municipal councils.

Moreover, the findings of this study disagree on the fact that parents provide learning materials and other school requirements since only a few parents are able to do this. The study established that most parents are unable to meet the school requirements for their children. The community in the study area is also not directly involved in education. According to the sponsors, there is no community initiated secondary school in the district and the main providers of education in the study area are the FBOs.

Therefore, the main finding of this objective is that there is minimal parental involvement in the education of their children. The schools should keep proper records of the number of parents in the schools.

#### **5.1.4 The Role of Socio-cultural Practices in Learner Retention and NGO**

##### **Sponsorship**

The study established that socio-cultural practices influence access and retention of students in schools in the study area. The interviews with the parents and teachers revealed that most of the pastoralists do not understand the concept of formal education hence education is not a priority to them. Many of them view schools as rehabilitation and feeding centers especially after prolonged drought. The interviews further revealed that most of the people in the study area view formal education as an alien and foreign culture that directly contradicts their culture and life styles.

These findings are supported by the KNBS (2007) report which revealed that the percentage distribution of population (6-17 years) in Turkana who never attended school because the school conflicted with beliefs was 4.8%. This has contributed to low enrolment and poor retention rates in schools. The parents are not willing to take their children to school leave alone finance their education. These findings are further supported by Konczaki (1978) who observed that though education is recognized as a stimulant for socio-economic change, its provision among Africa's nomadic pastoralists is particularly difficult.

A study done in Botswana in 2001 revealed that the gap between the school and the local society is seen as a lack of relevance, at least from the parents' point of view. The school is therefore seen as an obstacle to traditional learning and to values on which society is founded. The findings of this study are further supported by Rigby (1985) who observed that pastoralists believe that their cultures are more superior to those of other people and show little inclination to accept change, the origin which is external.

The community in the study area comprises of nomadic pastoralists who value livestock which is the ultimate measure of wealth. Some students agreed that they participate in rearing large herds of cattle. This was further supported by seven parents, four principals and most of the teachers. Interviews with most principals showed that most socio-cultural practices do not keep students away from school.

Through the FGDs it was established that some students engage in cattle rustling (though these are occasional events) where they go fighting with neighbouring communities.

They make male students to drop out of school. These findings are similar to the findings of TEFA (2004) who asserts that young people in the larger Turkana district carry out raids to reinforce depleted stocks.

A study by AMREF (2007), observed that the major challenge of the Turkana is insecurity. This further agrees with the Turkana District Development Plan 2008-2012, which asserts that cattle rustling from neighboring districts and the Uganda border to the West worsen the poverty situation. This is further supported by TEFA (2004) who found that conflicts in the study area leads to displacement, disruption of settlements and loss of educational opportunities for many pastoralist children.

The study, through the FGDs established that girls are forced into early marriages to bring more animals at home. The parents further confirmed this by stating that the socio-cultural practices affect the girl-child's education since some are forced into early marriages. These findings are similar to those of TEFA (2004) who asserts that girls in the study area are kept for marriage to bring more animals to the family.

Interviews with the parents and teachers indicated that the study area is prone to droughts and famines. This forces the parents to migrate with their animals to new pasture lands. Students who attend day schools are forced out of schools. A reasonable number of the students 24.4% strongly agreed and 25.3% agreed that they are involved in nomadism as a cultural practice. This was further supported by all the principals and nine out ten parents. Most of the teachers also agreed that students engage in nomadism. Most of the students, 25.6% strongly agreed and 38.5% agreed that they engage in traditional dances

as a socio-cultural practice. This was further supported by all the parents who agreed that students participate in traditional dances. Two principals further supported this while three principals disagreed. Most of the teachers also agreed that students participate in traditional dances as a socio-cultural activity.

The sponsors stated that the traditional dances encourage immorality among the youth leading to many teenage pregnancies which make female students to drop out. This was confirmed through the interviews with the principals who said that there are many teenage pregnancies in the study area. The FGDs revealed that students do engage in sex as a socio-cultural practice. This was supported by one principal who claimed that in the study area sex is a norm. The NGO representative confirmed that students do engage in sex as a socio-cultural practice. This has led to low retention rates of the girl-child due to unwanted pregnancies.

On the other hand, according to the teachers, some of the socio-cultural practices like traditional dances boost their creativity especially in music festivals. This was further confirmed by the FGDs with the students. The parents also claimed that the socio-cultural practices enable the students to appreciate their cultural backgrounds. This was further confirmed by the teachers who were in agreement that some of the socio-cultural practices enable the students to identify with their culture and also develop towards adulthood.

Therefore, the main finding of this objective is that most of the socio-cultural practices interfere with learner retention in schools and hence reduces the completion rates of these



students. However, some of them boost their creativity and also helps them to identify with their culture.

#### **5.1.5 The Role of Economic Activities in Learner Retention and NGO Sponsorship.**

The study established that students engage in economic activities which influence learner retention. All the respondents were in agreement that students engage in economic activities to earn a living. This negatively impact on their education. FGDs with most students revealed that students are forced by their parents to engage in the economic activities of their parents in order to supplement the family income.

These findings are supported by a study in Botswana in 2001 which revealed that the school is perceived as an interruption of the work that has to be done at home. This was confirmed by the principals who said that students engage in the economic activities of their parents to support their parents in meeting their daily needs. The principals added that some parents force students to stay out of school to take care of their animals. This was further confirmed by the sponsor who claimed that parents encourage the students to engage in their economic activities because of division of labor and to support them in search of their daily bread.

These findings are similar to those of Psacharopoulous and Woodhall (1985) who asserted that, school children from poor families may contribute to family income by working in farms, carrying water or looking after babies. According to the sponsor, this has led to school drop outs even with sponsorship. This was further confirmed by the interviews with the parents who claimed that feeding their children is a problem.

Therefore, they encourage their children to engage in activities that can earn money. Further, interviews with parents revealed that most families in the study area are poor and they have opted to sell their children as casual laborers. Some students, 12.5% strongly agreed and 19.9% agreed that they engage in charcoal burning to earn income. This was further supported by four out of the five principals. Half of the teachers and seven parents further supported this. Other economic activities that students engage in include small-scale businesses, weaving, casual labor and fishing. These findings are similar to the findings in a study done in Malaysia by Meeman, (1979) which found that if poor families send their children to school, they have to make financial sacrifices. This is because children from poor families have to work to bring home some money in order to meet other expenses. The FGDs also revealed that some girls especially those in town schools engage in prostitution to earn a living. This was confirmed by the teachers who said that students do entertain visitors at the lakeside to earn a living. They also revealed that female students cling to men who can give them money in Lodwar town. Most of these girls engage in prostitution since their parents are not able to give them financial support for their school upkeep. Perhaps this is because most of the students in day schools live in rented accommodation near the schools. Their homes are far away and therefore they cannot commute daily. As a result of this school drop outs have increase due to teenage pregnancies.

These findings agrees with the report by KNBS (2007) which revealed that a large proportion of children failing to go to school because of working either for pay or at home were observed in the pastoral districts including Turkana. This study found out that

55.8% of the population in the larger Turkana District (6-17 years) never attended school because they had to work or help. Further, the study observed that 31.1% of the population (6-17 years) ever attended school but were currently not in school because they had to work or help.

Therefore, the major finding of this objective is that the economic activities that students in the study area engage influences learner retention. The major economic activity is casual labor. Some of the students are forced by their parents to engage in these activities in order to supplement the family income. Others engage in these activities by choice to meet their own needs. This affects learner retention in schools even with NGO sponsorship.

## **5.2 Conclusions**

In view of the above five findings, based on the five objective set this study arrives at the following five conclusions.

There are several reasons that make students to rely on NGO sponsorship in education. The main reason for this reliance is the inability of the parents to pay school fees due to the poverty of their parents. Most of the parents in the study area have low income since they are unemployed. Other reasons include the willingness of NGOs to fund education, presence of many orphans, irresponsibility of natural parents, large families in the district, lack of interest to educate girls and illiteracy and ignorance of the parents.

The students in the study area do benefit from NGO sponsorship in education in several ways. The major reasons include ability to access education, being retained in the education system and also having a bright future with education. It is therefore a fact that NGO sponsorship has been effective in enhancing accessibility to education and learner retention in the study area. If it were not for NGO sponsorship, most students in the study area wouldn't be in school.

Most parents lead a life of hand to mouth and NGOs are the only option to enable their children to get education. Their involvement in education is lacking in some areas of their children's education. It therefore means that, due to NGO sponsorship in education, the dropout rates in secondary schools in the study area are on the decrease, which is a good indicator of better school retention rates. Socio-cultural practices of the community in the study district impact negatively to the students' learning process. The students engage in practices include cattle rustling, nomadism, and rearing large herds of cattle, traditional dances and initiation ceremonies. The main socio-cultural practices that students involve themselves in are traditional dances and nomadism.

Finally, students engage in economic activities either by choice or because of pressure from their parents to earn money. The main economic activity that they engage in is casual labor. The participation in these economic activities impacts negatively on the education the students in the study area. Therefore, NGO sponsorship in education enhances accessibility, retention and completion rates in the schools in the study area. It

would be difficult to imagine the state of education in the study area had the government been the only provider of this vital service.

### 5.3 Recommendations

In view of the five findings and conclusions above, which were based on the five objectives set, this study makes the following recommendations.

- (i) **Sensitization of successful students;** Sponsored students who are successful in life should be sensitized to help their parents and other siblings in the family. This will play a role in breaking the vicious cycle of poverty thus transforming their community. This will enable them to own up the initiative of developing education in their community. They will also be able to integrate well with the other community members.
- (ii) **Awareness campaigns** should be carried out in the study area to encourage parents to take their daughters to school in order to promote girl-child education. Local female role models such as professional teachers should be used in these campaigns. These campaigns should also address the girls on issues such as academic performance and the dangers of indulging in pre-marital sex. This will help to reduce cases of school pregnancies and drop outs. The message of Thoraya Ahamed Obaid the Executive Director, UNFPA on March 8<sup>th</sup>, 2008 that;  
*“If we want to achieve the MDGs, we need more investments in women and girls..... The returns are high for women themselves and for the world at large,”*  
will be meaningful.

- (iii) **Boarding schools for girls;** all girls' schools should be turned to boarding schools. This will enable them to concentrate in their studies with closer attention from the teachers. They will also be safe from a community that encourages early marriages for girls. Strict penalty should be imposed on parents who withdraw their daughters from school and marry them before completion of secondary education.
  
- (iv) **Government Policies on cattle rustling;** the government should come up with clear, consistent and measurable policies concerning cattle rustling and hostility in the study area. This is a main set back in education development in the district. Permanent watering points for animals should be developed in order to curb nomadism and encourage permanent settlement by this pastoral community.
  
- (v) **Government and Community Support for the NGOs;** the government and communities should support the NGOs to come up with Community Based Income-generating Projects in the study area. They should not step back where there is NGO sponsorship. The NGOs supporting education should insist in a certain percentage by the community for the sustainability of these projects.

#### **5.4 Suggestions for Further Study**

The researcher was limited by time, insecurity and long distance from one school to the other during the study. It would have been exciting to have one on one interview with the students instead of the FGDs the researcher conducted. If the limiting factors in this study are overcome, in depth data can be collected from the students.

This study is not exhaustive and thus cannot form a basis for making generalization. As such, studies of a similar nature in other marginalized areas may be useful.

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**APPENDIX I: PROPOSED CALENDER OF WORK 2008 / 2009**

Activity	Duration	Period
i) Proposal writing	3 months	May-July' 08
ii) Piloting Research Instruments	1 month	Sept'08
iii) Data Collection	2 months	Oct – Nov'08
iv) Data coding & Analysis	1 month	Dec'08
v) Research Report Writing	4 months	Jan-Feb '09
vi) Submission of 1 <sup>st</sup> draft Report to supervisor	1 month	late Feb '09
vii) Collection & submission of Thesis for exam	2 months	May-June'09
viii) Defense, collection of Thesis, Binding, Final copies & Submission of thesis.	3 months	Aug – Sept'09

**APPENDIX II: RESEARCH EXPENDITURE BUDGET ESTIMATES**

<b>PARTICULARS</b>	<b>AMOUNT IN KSHS.</b>
i) Travel expenses	10,000
ii) Typing services	5,000
iii) Photocopying services	10,000
iv) Stationary	5,000
v) Preparation of research instruments and services.	5,000
vi) Binding copies	10,000
vii) Personal Emolument	5,000
viii) Miscellaneous	5,000
ix) Research Assistants	10,000
x. Binding Thesis	20,000
<b>GRAND TOTAL</b>	<b>85,000</b>

### APPENDIX III: INTERVIEW QUESTIONS FOR SCHOOL PRINCIPALS

#### BACKGROUND INFORMATION

1. Name of the school.....
2. How long have you worked as a head teacher in this school?.....
3. What is the total enrolment in your school?.....
4. Who finances the school?.....
5. How much does a student pay as fees per year.....
6. Does the government give any grants to your school?.....  
If yes, how much per year?.....
7. Has the school enrolment increased or decreased with the introduction of subsidized secondary education by the government?.....
8. How many students are sponsored by NGOs in your school?.....  
Form one.....  
Form two.....  
Form three.....  
Form four.....
9. Who allocates funds from NGOs to the students?.....
10. What is the criteria used by NGOs for sponsoring students?.....
11. Has there been a decline in NGO sponsorship in your school with the introduction of subsidized secondary education?.....  
If yes, why?  
If no, why not?
12. Is there any difference in performance between the students who are sponsored by NGOs and those who are not sponsored?.....
13. Do sponsored students drop out of school?  
If yes, why?  
If no, why not?

#### PART A

#### REASONS FOR STUDENTS RELIANCE NGO SPONSORSHIP

1. What are the reasons that make students to rely on NGOs for sponsorship in education?.....
2. Does availability of NGO sponsorship in education make students rely on NGO sponsorship?.....  
If yes, why?  
If no, why?
3. What is the occupation of most parents of the students in your school?.....
4. What do you think is the influence of the occupation of the parents on students reliance on NGO sponsorship?.....
5. What is the attitude of parents towards education in general?.....

**PART B****WHETHER STUDENTS BENEFIT FROM NGO SPONSORSHIP**

1. What kind of sponsorship do the students in this school get from NGOs?.....
2. In your opinion, do the students in this school benefit from NGO sponsorship? .....  
     If yes, why?.....  
     If no, why?.....
3. How do students benefit from NGO sponsorship?.....
4. What is the attitude of students towards NGO sponsorship?.....
5. Do students value the sponsorship given to them by NGOs?.....  
     If yes, how?.....

**PART C****PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN**

1. Do parents participate in school activities?.....  
     If yes, how?.....  
     If no, why not?.....
2. Do parents support you or the school in disciplining their children?.....  
     If yes, how?.....  
     If no, why?.....
3. Do parents contribute and support field trips outside the school?.....  
     If yes, how?.....  
     If no, why not?.....
4. Do parents come to school when required or do they send someone to represent them?.....  
     If yes, how often?.....  
     If no, why?.....
5. Do parents support and meet the educational needs of their children?.....  
     If yes, how do they do this?.....  
     If no, why not?.....

**PART D****ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

1. What cultural practices do students engage in?.....
2. Do these cultural practices keep students away from school?.....
3. How does this influence learner retention in schools.....
3. Do students engage in cattle rustling?.....  
     If yes, how does this affect their education?.....
4. Do students stay away from school due to nomadism?.....  
     If yes, how does this affect their studies?.....



**PART E**

**ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

1. Do students engage in economic activities to earn money?.....  
    If yes, which economic activities?.....  
    If no, why not?.....
2. Why do students engage in these activities?.....
3. How do the economic activities that students engage in influence learner retention in schools?.....

## APPENDIX VI: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is seeking information on the effectiveness of NGO sponsorship in education in enhancing learner retention in secondary schools. The information sought by this questionnaire will be used in writing a Masters Thesis.

It is a self-administered questionnaire, which has five sections labeled parts A-E. Please follow the instructions carefully when completing this questionnaire. The information you give will be treated with strict confidentiality. Answer all the questions and on completion, kindly return the questionnaire back to the researcher. The information collected will be used for the purpose of this study only.

### GENERAL INFORMATION

1. Name of school.....
2. Status of your school (Tick one)
  - (01) Boys
  - (02) Girls
  - (03) Mixed Day
3. Sex (Tick one)
  - (01) Male
  - (02) Female
4. Age (Tick one)
  - (01) Below 35years
  - (02) 35- 45 years
  - (03) Above 45 years
5. Does your school benefit from NGO sponsorship?
  - (01) Yes
  - (02) No

If the answer for the above question is yes, then answer question five. If no, ignore question five.

5. Level of NGO Sponsorship per student per year (Tick one)
  - 01) Below ksh.5000
  - 02) Ksh.5000 – ksh.10, 000
  - 03) Above ksh.10, 000
6. How do students get the sponsorship from NGOs?
  - 01) They apply for sponsorship from the sponsors
  - 02) The sponsors look for needy students
  - 03) The school recommends the needy students to the sponsors
  - 04) Any other (Specify)

**PART A****REASONS FOR STUDENTS RELIANCE ON NGO SPONSORSHIP IN EDUCATION**

The following factors show the reasons why students rely on NGO sponsorship for education. Please tick one response from the five responses given.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Low income of parents					
Inability of parents to pay school fees due to poverty					
Unemployment of parents					
Availability of sponsorship					
Parents are not interested in education.					

**PART B****STUDENTS BENEFIT FROM NGO SPONSORSHIP**

The following factors show how students benefit in NGO sponsorship. Please tick one response from the five choices given choices given.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
They are retained in school throughout					
They are able to access education					
They can hope for a bright future with education					
They are not sent away for school fees					
They are able to meet their educational needs.					

**PART C****PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION**

The factors below indicate the involvement of parents in your school in the education of their children. Kindly tick in the box that corresponds with the response that best describes your level of agreement with the statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents are very supportive to the school administration					
Parents support the discipline given by the school to their children					
Parents come to school when required to					
Parents contribute and support field trips outside the school					
Parent meet the educational needs of their children					

**PART D**

### **ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

The following are cultural practices that students engage in and interfere with their education. Kindly tick in only one box from the five responses given.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Cattle rustling					
Initiation ceremonies					
Nomadism					
Traditional dances					
Rearing large herds of cattle					

### **PART E**

#### **ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

Students engage in the following economic activities, which interfere with their learning.

Please put a tick in the box that corresponds with your level of agreement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Burning charcoal					
Weaving baskets, mats and brooms					
Small scale businesses					
Fishing					
Doing small jobs to earn income					

## **APPENDIX V: INTERVIEW QUESTIONS FOR STUDENTS**

### **BACKGROUND INFORMATION**

1. Name of the school .....
2. Do you receive NGO sponsorship in education?.....
3. How much do you receive per year?.....
4. How do you get a sponsor?.....
5. What are the requirement for you to receive sponsorship?.....

### **PART A**

#### **REASONS FOR STUDENTS RELIANCE ON NGO SPONSORSHIP**

1. What are the reasons that make you rely on NGO sponsorship in your education?
2. Do you think availability of NGO sponsorship makes you rely on them to meet your educational needs?.....  
     If yes, why?.....  
     If no, why?.....
3. What is the occupation of your parents?.....
4. Does the occupation of your parent's make you rely on NGO sponsorship for your education?.....
4. Do you rely on NGO sponsorship in education because your parents are not interested in education?.....  
     If yes, why?  
     If no, why?
5. Do you rely on NGO sponsorship because your parents are not interested in education?.....  
     If yes, why do you think they are not interested?.....  
     If no, why not?.....

### **PART B**

#### **WHETHER STUDENTS BENEFIT FROM NGO SPONSORSHIP**

1. Does NGO sponsorship benefit you as an individual?.....  
     If yes, why?.....  
     If no, why not?.....
2. What are the benefits that you get from NGO sponsorship in education?....
3. If you were not sponsored by an NGO, would you be in school?.....  
     If yes, why?.....  
     If no, why not?.....

### **PART C**

#### **PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN**

1. Do your parents always assist you and supervise your homework?.....  
     If yes, how often?.....  
     If no, why not?.....
2. Do your parents provide you with adequate school needs?.....

- If yes, name them?.....
- If no, why not?.....
3. Do your parents allow you enough study time at home?.....
- If no, why not?.....
4. Do your parents visit your school frequently to find out about your progress in education?.....
- If yes, how often?.....
- If no, why not?.....
5. Are your parents willing to attend school meetings when requested?.....
- If yes, how often?.....
- If no, why not?.....

#### **PART D**

##### **THE ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

1. What cultural practices do you engage in?.....
2. When do you engage in them?.....
3. Why do you engage in the cultural practices you have mentioned above?.....
4. How do the cultural practices affect your studies?.....

#### **PART E**

##### **THE ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

1. What economic activities do you engage in?.....
2. When do you engage in the economic activities you mentioned above?.....
3. Why do you engage in the economic activities you named above?.....
4. Do the activities you mentioned interfere with your education?
  - If yes, how?
  - If no, why not?

## APPENDIX VI: STUDENTS QUESTIONNAIRE

Questionnaire Number.....

Date.....

School.....

This questionnaire is seeking information on the effectiveness of NGO sponsorship in education in enhancing learner retention in secondary schools. The information sought by this questionnaire will be used in writing a Masters Thesis. This is a self-administered questionnaire. It has five sections labeled parts A-E. Please follow the instructions carefully when completing this questionnaire. There will be no wrong or right answer. The information you give will be treated with strict confidentiality. Answer all the questions and on completion, kindly return the questionnaire back to the researcher.

### GENERAL INFORMATION OF THE STUDENT.

- (1) Status of your school (Tick one)
  - (01) Boys
  - (02) Girls
  - (03) Mixed Day
  - (04) Mixed Boarding
2. Sex (Tick one)
  - (01) Male
  - (02) Female
3. Age (Tick one)
  - (01) Below 15 years
  - (02) 15 – 18 years
  - (03) Above 19 years
4. Educational level of parent or guardian? (Tick one)
  - (01) Illiterate
  - (02) Primary level
  - (03) Secondary level
  - (04) College/University
  - (05) Any other (Specify)
5. Occupation of parent/Guardian (Tick one)
  - (01) Unemployed
  - (02) Self-employed
  - (03) Salaried/formal employment
  - (04) Any other (Specify)
6. Do you benefit from NGO sponsorship?
  - (01) Yes
  - (02) No

If the answer for the above question is yes, the answer questions five. If no, ignore question five.

7. Level of NGO Sponsorship per year (Tick one)
  - (1) Below ksh.5000

(2) Ksh.5000 – ksh.10, 000

(3) Above ksh.10, 000

**PART A**  
**REASONS FOR STUDENTS RELIANCE ON NGO SPONSORSHIP IN EDUCATION**

The following factors encourage you to rely on NGO sponsorship in education. Kindly put a tick in the box that corresponds with your answer from the five responses given. The term NGO sponsorship could be used to mean any sponsor helping your school fees, accommodation, school uniforms, textbooks and other learning materials.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Availability of sponsorship					
Inability of my parents to pay school fees due to poverty					
Low income of my parents					
My Parents are not interested in education					
Unemployment of my parents					

**PART B**  
**STUDENTS BENEFITS FROM NGO SPONSORSHIP**

The following factors show how you as a student benefit from NGO sponsorship in education. Please tick in the box that shows your level of agreement with the statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am able to access education					
I am not sent home for school fees					
I have a bright future because of education					
I am able to sit for my exams					
I am able to meet my educational needs					



**PART C**  
**PARENTAL INVOLVEMENT IN THE EDUCATION**

The following factors show how your parents participate in your education. Kindly put a tick in the box that corresponds with your level of agreement with the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
My parents/guardian help to supervise my homework					
My parents/guardian provide me with adequate school needs					
My parents/guardian allow me adequate study time					
My parents/guardian visit the school frequently to find out my progress					
My parents are willing to attend school meetings when requested to.					

**PART D**  
**THE ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

The questions below seek to get information concerning how you engage in cultural practices in your community. Please indicate by the use of a tick in the box that shows how important engaging in the following activities is to you.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Cattle rustling					
Initiation ceremonies					
Nomadism					
Traditional dances					
Rearing large herds of cattle					

**PART E**  
**THE ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

You engage in the following economic activities to earn income regardless of whether it's school time or not. Please tick the box with the appropriate response from the five responses given.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Burning charcoal					
Weaving baskets, mats, brooms etc					
Small scale businesses like selling baskets, shangas, fish, meat etc					
Fishing					
Doing jobs like fetching water, washing clothes, etc.					

## **APPENDIX VII: CLASS TEACHERS INTERVIEW QUESTIONS**

### **BACKGROUND INFORMATION**

1. Name of your school.....
2. Class teacher of form.....
3. For how long have you been a class teacher?.....
4. What is the total enrolment in your class?.....
5. What is the attitude of your students towards education?.....

### **PART A**

#### **REASONS WHY STUDENTS RELY ON NGO SPONSORSHIP FOR THEIR EDUCATION**

1. What are the reasons that make students to rely on NGO sponsorship in education?.....
2. Does availability of NGO sponsorship make students rely on it?.....  
     If yes, why?.....  
     If no, why?.....
3. What is the occupation of most parents in this school?.....
4. Does the occupation of parents make students to rely on NGO sponsorship?  
     If yes, why?.....  
     If no, why?.....
5. What is the attitude of parents towards the education of children?.....

### **PART B**

#### **STUDENTS BENEFITS FROM NGO SPONSORSHIP**

1. What form of sponsorship do the students get from the NGOs?.....
2. Do you think the students benefit from NGO sponsorship?.....  
     If yes, why?.....  
     If no, why?.....
3. How do students benefit from NGO sponsorship?.....
4. What is the attitude of students towards NGO sponsorship?.....

### **PART C**

#### **PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION**

1. Do parents visit you as a class teacher or the school to check on the progress of their children in education?.....  
     If yes, how often?.....  
     If no, why don't they?.....
2. Do parents support you or the school in disciplining their children?.....  
     If yes, how?.....  
     If no, why don't they?.....

3. Do parents contribute and support field trips outside the school?.....  
     If yes, how?.....  
     If no, why don't they?.....
4. Do parents come to school when required or do they send someone to represent them?.....
5. Do parents support and meet the educational needs of their children?.....  
     If yes, how?  
     If no, why not?

#### **PART D**

##### **ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

1. What cultural activities do students engage in?.....
2. When do they engage in these cultural activities?.....
3. How does their involvement in these activities influence learner retention on schools?.....
4. Why do students engage in these cultural activities?.....

#### **PART E**

##### **ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

1. What economic activities do students engage in to earn money?.....
2. Why do you think they engage in these economic activities?.....
3. When do they engage in these activities?.....
4. How does the involvement in these activities influence learner retention in schools?.....

## APPENDIX VIII: CLASS TEACHERS' QUESTIONNAIRE

This questionnaire is designed to collect information on the effectiveness of NGO sponsorship in education enhancing learner retention in secondary schools. Please answer the questions sincerely. The answers you give will be treated with utmost confidence. The information collected will be used for the purpose of this study only.

### BACKGROUND INFORMATION

1. Name of the school.....
2. What is your gender?
  - A. Male
  - B. Female
3. How old are you?
  - A. 20-30
  - B. 31-40
  - C. 41-50
  - D. 51 and above
4. How many years have you been a class teacher in this school?
  - A. Less than one year
  - B. Between one and five years
  - C. Above five years
5. You are a class teacher of which form?.....
6. What is the total enrolment in your class?.....

### PART A

#### REASONS WHY STUDENTS RELY ON NGO SPONSORSHIP

The following factors show the reasons why students rely on NGO sponsorship for education. Please tick in the box with the response that best describes your level of agreement with the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Low income of parents					
Inability of parents to pay school fees due to poverty					
Unemployment of parents					
Availability of sponsorship					
Parents are not interested in education.					

**PART B****STUDENTS BENEFIT FROM NGO SPONSORSHIP**

The following factors show how students benefit in NGO sponsorship. Please tick in one box.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
They are retained in school throughout					
They are able to access education					
They can hope for a bright future with education					
They are not sent away for school fees					
They are able to meet their educational needs.					

**PART C****PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION**

The following factors show the involvement of parents in their children's education. Please tick in the box with the response that best describes your level of agreement with the statement

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents visit you/school to check the progress of their children					
Parents support the discipline given by the school to their children					
When required in the school, the parents send someone to represent them					
Parents contribute and support field trips outside the school					
Parents meet the educational needs of their children					

**PART D****ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

The following are cultural practices that students engage in and interfere with their education. Kindly put a tick in the box with the response that shows your level of agreement with the statements

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Cattle rustling					
Initiation ceremonies					
Nomadism					
Traditional dances					
Rearing large herds of cattle					

**PART E****ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

Students engage in the following economic activities, which interfere with their learning. Please put a tick in the box that corresponds with your level of agreement with the statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Burning charcoal					
Weaving baskets, mats and brooms					
Small scale businesses					
Fishing					
Doing small jobs to earn income					

## APPENDIX IX PARENTS INTERVIEW SCHEDULE

1. Name of school.....
2. Are you a BOG or PTA chairperson?.....
3. How long have you been a BOG/PTA chairperson?.....
4. Who finances the school?.....
5. How much do students pay as school; fees per year?.....
6. Who allocates funds from NGOs to the students?.....

### **PART A**

#### **REASONS FOR STUDENTS RELIANCE ON NGO SPONSORSHIP IN EDUCATION**

1. What are the factors that make students to rely on NGOs for sponsorship in education?.....
2. Does the availability of NGO sponsorship in education makes students to rely on NGO sponsorship?.....  
If yes, why?.....
3. What is the occupation of most parents in this school?.....
4. Does the occupation of the parents make students to rely on NGO sponsorship?.....  
If yes, why?.....
5. Do you think the parents are interested in their children's education?  
If so, why?.....  
If no, why not?.....

### **PART B**

#### **STUDENTS BENEFITS FROM NGO SPONSORSHIP**

1. What kind of sponsorship do students get from NGOs?.....
2. In your opinion, do the students benefit from NGO sponsorship?.....  
If yes, why?.....  
If no, why not?.....
3. How do the students benefit from NGO sponsorship?.....
4. What is the attitude of students towards NGO sponsorship?.....

### **PART C**

#### **PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION**

1. Do parents participate in school activities?.....  
If yes, how?.....  
If no, why not?.....
2. Do parents support their children in education?.....  
If yes, how?.....  
If no, why not?.....
3. Do parents attend school meetings when requested to?.....
4. Do parents pay the PTA contributions?.....

- If yes, how often?.....
- If no, why not?.....
- 5. Do parents support the school administration?.....
- If so, how?.....
- If no, why not?.....

**PART D**

**ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

- 1. What cultural practices do students engage in?.....
- 2. When do students engage in these cultural practices?.....
- 3. Why do students engage in these cultural practices?.....
- 4. How do these cultural practices affect the students' education?.....
- 5. Do students stay away from school due to nomadism?.....

**PART E**

**ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

- 1. What economic activities do students engage in to earn money?.....
- 2. Why do students engage in the above activities?.....
- 3. When do students engage in these economic activities.....
- 4. How does the engagement in these economic activities influence their education.....
- 5. Do parents influence their children to participate in economic activities to earn money?.....
- If so, why?.....
- If no, why not?.....

## APPENDIX X: PARENTS QUESTIONNAIRE

This questionnaire is seeking information on the effectiveness of NGO sponsorship in education in enhancing learner retention in secondary schools. The information sought by this questionnaire will be used in writing a Masters Thesis. This is a self-administered questionnaire. It has five sections labeled parts A-E. Please follow the instructions carefully when completing this questionnaire. There will be no wrong or right answer. The information you give will be treated with strict confidentiality. Answer all the questions and on completion, kindly return the questionnaire back to the researcher.

### BACKGROUND INFORMATION

1. Name of the school.....
2. Tick one response
  - (01) BOG chairperson
  - (02) PTA chairperson
3. Sex (Tick one)
  - (01) Male
  - (02) Female
4. For how long have you been PTA/BOG chairperson.....

### PART A

#### REASONS WHY STUDENTS RELY ON NGO SPONSORSHIP

The following factors show the reasons why students rely on NGO sponsorship for education. Please tick in the box with the response that best describes your level of agreement with the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Low income of parents					
Inability of parents to pay school fees due to poverty					
Unemployment of parents					
Availability of sponsorship					
Parents are not interested in education.					

### PART B

#### STUDENTS BENEFIT FROM NGO SPONSORSHIP

The following factors show how students benefit in NGO sponsorship. Please tick in the box that shows your level of agreement with the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
They are retained in school throughout					
They are able to access education					
They can hope for a bright future with education					
They are not sent away for school fees					
They are able to meet their educational needs.					

### PART C



**PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION**

The following factors show the involvement of parents in their children's education. Please tick in the box with the response that best describes your level of agreement with the statement

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents visit the school to check the progress of their children					
Parents contribute PTA levies					
When required in the school, the parents send someone to represent them					
Parents contribute and support field trips outside the school					
Parents meet the educational needs of their children					

**PART D****ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

The following are cultural practices that students engage in and interfere with their education. Kindly put a tick in the box with the response that shows your level of agreement with the statements

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Cattle rustling					
Initiation ceremonies					
Nomadism					
Traditional dances					
Herding large herds of livestock					

**PART E****ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

Students engage in the following economic activities, which interfere with their learning. Please put a tick in the box that corresponds with your level of agreement with the statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Burning charcoal					
Weaving baskets, mats and brooms					
Small scale businesses					
Fishing					
Doing small jobs to earn income					

## APPENDIX XI: NGOS INTERVIEW QUESTIONS

### BACKGROUND INFORMATION

1. What is your mission?.....
2. For how long have you been sponsoring students in secondary schools in Turkana Central District?.....
3. Why do you sponsor students in education?.....
4. What kind of sponsorship do you give to students in secondary schools?.....
5. What are the requirements for students to qualify for your sponsorship?.....
6. How do you reach out for students to sponsor them?.....
7. Do you distribute the funds to individual students or to the schools?.....  
Why?.....
8. Have you been increasing or decreasing your sponsorship over the years?.....
9. What reasons have made you increase or decrease your sponsorship?.....
10. Do you think you are effective in enhancing learner retention in secondary schools?.....

### PART A

#### REASONS FOR STUDENTS RELIANCE TO NGO SPONSORSHIP

1. What are the reasons that make students to seek your sponsorship?.....
2. What is the occupation of the parents whose students you sponsor in education?.....
3. Does the occupation of the parents force students to rely on NGO sponsorship?.....
4. Do you think the parents of the students you sponsor are interested in education?  
If yes, why?.....  
If no, why?.....
5. Does the level of education of parents influence the students to rely on NGO sponsorship in education?.....  
If yes, why?.....  
If no, why not?.....

### PART B

#### STUDENTS BENEFITS FROM NGO SPONSORSHIP

1. What are the benefits that students get from your sponsorship?.....
2. In your opinion, do students benefit from your sponsorship?.....  
If yes, why?.....  
If no, why not?.....
3. What is the attitude of students towards you as sponsors in education?.....
4. What is the attitude of students towards education in general?.....

### PART C

#### PARENTAL INVOLVEMENT IN EDUCATION

1. How do parents participate in the education of their children?.....

2. How do parents support you in your endeavor to sponsor their children in education?.....
3. Do parents come to you to seek the sponsorship of heir children?.....
  - If yes, why?.....
  - If no, why not?.....
4. Do parents appreciate the work you do?
  - If yes, how?.....
  - If no, why not?.....

#### **PART D**

##### **ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

1. What cultural practices do students engage in?.....
2. When do students engage in these cultural practices?.....
3. Why do students engage in these cultural practices?.....
4. How do these cultural practices affect the students' education?.....
  5. Do students stay away from school due to nomadism?.....

#### **PART E**

##### **ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

1. What economic activities do students engage in to earn money?.....
2. Why do students engage in the above activities?.....
3. When do students engage in these economic activities?.....
4. How does the engagement in these economic activities influence their education?.....
5. Do parents influence their children to participate in economic activities to earn money?.....
  - If so, why?.....

## APPENDIX XII: NGOS QUESTIONNAIRE

This questionnaire is seeking information on the effectiveness of NGO sponsorship in education in enhancing learner retention in secondary schools. The information sought by this questionnaire will be used in writing a Masters Thesis.

This is a self-administered questionnaire. It has five sections labeled parts A-E. Please follow the instructions carefully when completing this questionnaire. The information you give will be treated with strict confidentiality. Answer all the questions and on completion, kindly return the questionnaire back to the researcher.

### BACKGROUND INFORMATION

1. Name of your organization.....
- 2 What is your position in this organization.....
3. Name of the schools you sponsor in Turkana Central District.....
4. Sex (Tick one)
  - (01) Male
  - (02) Female
4. For how long have you been working with this organization?.....

### PART A

#### REASONS WHY STUDENTS RELY ON NGO SPONSORSHIP

The following factors show the reasons why students rely on your sponsorship for education. Please tick in the box with the response that best describes your level of agreement with the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Low income of parents					
Inability of parents to pay school fees due to poverty					
Unemployment of parents					
Availability of sponsorship					
Parents are not interested in education.					

### PART B

#### STUDENTS BENEFIT FROM NGO SPONSORSHIP

The following factors show how students benefit from NGO sponsorship. Please tick in the box that shows your level of agreement with the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
They are retained in school throughout					
They are able to access education					
They can hope for a bright future with education					
They are not sent away for school fees					
They are able to meet their educational needs.					

**PART C****PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION**

The following factors show the involvement of parents in their children's education. Please tick in the box with the response that best describes your level of agreement with the statement

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents participate in the education of their children					
Parents compliment the work of NGOs					
Parents seek the sponsorship of their children					
Parents show appreciation of the work we do					
Parents meet most of the educational needs of their children					

**PART D****ROLE OF CULTURAL PRACTICES IN LEARNER RETENTION**

The following are cultural practices that students engage in and interfere with their education. Kindly put a tick in the box with the response that shows your level of agreement with the statements

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Cattle rustling					
Initiation ceremonies					
Nomadism					
Traditional dances					
Herding large herds of livestock					

**PART E****ROLE OF ECONOMIC ACTIVITIES IN LEARNER RETENTION**

Students engage in the following economic activities, which interfere with their learning. Please put a tick in the box that corresponds with your level of agreement with the statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Burning charcoal					
Weaving baskets, mats and brooms					
Small scale businesses					
Fishing					
Doing small jobs to earn income					

## APPENDIX XIII RESEARCH PERMIT



REPUBLIC OF KENYA

### MINISTRY OF HIGHER EDUCATION SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi  
Telephone: 02-318581  
E-Mail: [ps@scienceandtechnology.go.ke](mailto:ps@scienceandtechnology.go.ke)

JOGOO HOUSE "B"  
HARAMBET AVENUE,  
P.O. Box 9583-00200  
NAIROBI

When Replying please quote

Ref. MOH/EST 13/001/58C 635/2

Date: 15<sup>th</sup> October, 2008

Anne Njoki Wachira  
Moi University  
P. O. Box 3900  
ELDORET

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to undertake research on,  
*'Effectiveness of NGO Sponsorship in enhancing Learners Retention  
in Secondary Schools: A case study of Turkana Central District,*

I am pleased to inform you that you have been authorized to undertake  
research in Turkana Central District for a period ending 30<sup>th</sup> July, 2009.

You are advised to report to the District Commissioner and the District  
Education Officer before embarking on your research project.

On completion, you are expected to submit two copies of your research  
report to this office.

**M. O. ORDIEKI**  
FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner  
Turkana Central District

The District Education Officer  
Turkana Central District