

**FACTORS AFFECTING THE RETENTION RATE OF PUPILS IN
PUBLIC PRIMARY SCHOOLS IN HINDI DIVISION, LAMU
COUNTY KENYA**

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CONFIREMENT OF MASTER OF EDUCATION LEADERSHIP
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UNIVERSITY**

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DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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DEDICATION

I dedicate the work to my husband Martin Makorani for his overwhelming support, prayer and encouragement, my sons, Erick and Elphas and my daughters Violine and Vallery. May God bless them.

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I would like to thank the Almighty God for the good health and strength that he accorded me during the study. I am also deeply thankful to my husband Martin Makorani, who has given me full support, time and guidance to do this study.

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ABSTRACT

Education and training is part of the social pillar in the Vision 2030 which partly notes that in order to promote access, retention and quality education for arid and semi-arid communities there is need to Recruit more teachers for schools in arid and semi-arid counties so as to reach the desirable ratio at primary level of 1:25, and at secondary level of 1:40;. There are a number of elements that have influenced the pupil's low rate of retention in public primary schools yet current research studies are not comprehensive. School dropout, and retention rate in Kenya is alarming and immediate solution is imperative. The broader aim of this study was to determine the elements influencing pupils rate of retention in primary schools within the division of Hindi in the sub county of Lamu while specific Objectives included determination of the effect of the background of family on the pupils rate of retention within the division of Hindi in the sub county of Lamu West establishing the effect of the surrounding of learning on pupils rate of retention within O levels institutions in the division of Hindi in the sub county of Lamu West and to evaluate the effect of the culture of the society on the pupils rate of retention in public O level institutions in the division of Hindi in the sub county of Lamu West. Its anticipated the outcome of this enquiry will enhance the comprehension of elements influencing the pupils rate of retention within primary schools in the division of Hindi in the sub county of Lamu West and their effect and will also assist enhance rate of retention. This study was grounded on the the theory of achievement motivation functionalist hypothesis and theory of human capital. A survey research design was adopted and questionnaires were distributed to one hundred and eight (108) respondents. Descriptive and inferential statistics were computed using statistical package for social science (SPSS) version 20. The results of study surmised that the background of the family, surrounding of learning and Social culture affect the rate of pupil retention within primary schools in the division of Hindi in the sub county of Lamu West.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and semi-arid land
CSA	Central of the Study of Adolescent.
FGM	Female Genital Mutilation.
FPE	Free Primary Education.
KCPE	Kenya Certificate of Primary Education.
KDHS	Kenya Demographic Health Survey.
MoEST	Ministry for Education, Science and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education.

CHAPTER ONE

INTRODUCTION

1.1: Background of the Study

Every citizen in Kenya has a right to politics, civil, cultural, economic and social. Kenyan regime consumes a substantial percentage amount on pedagogy. In spite of this endeavour, the pupil's rate of retention in public O level institutions is basically low. There are various elements that have been the reason behind the pupil's low rate of retention in public O level institutions (Muthoni, 2014). Within all developing nations, School dropout, and rate of retention has been a basis of concern for some time now from those who develop policies, researchers and academicians. Primary education is the foundation of the whole education structure. Its significance is on the premise that it defines all other successive structure of education. It also makes an immense contribution to the whole growth of a nation (Karimi, 2016).

Fatma (2016) argues in her survey conducted in remote spheres within the village of San Wan in China that nationals who are educated happen to be greatly productive within the community in relation to those with barely any education. According to Gumus (2019), majority of struggling nations have obvious gaps in the economy that reverses the retention of learners within the various levels of education. An investigation conducted by Otega (2017) in relation to how education is used in the society to combat social gaps in Argentina revealed that education is hindered by several factors such as transition, retention and access.

Currently, in order to be self-reliant, one has to pursue education. A person who drops out is one who enrolls in an education institution but is unable to finalize the cycle of O level learning. A study of general dropouts from learning institutions have divulged that there is normally squander of resources belonging to the state and invested finances in arriving at selected and predicted results within a degree significantly elevated compared with the anticipated results when the programme ends.

The Dakar Conference of 2000 evaluated development in attaining Universal Primary Education (UPE) within the continent of African. An EFA target was established that is eradicating gender inequality in primary schools within the year 2005 and by 2015 be able to attain gender impartiality. It was further validated within the Millennium Development Goals (MDG) developed to ensure that all children complete a full course of primary schooling. Offering primary education that is free was initiated in Tanzania in the year 2001 resulting to a rise in gross enrolment ratios. In 1994 primary education for free was initiated by the then multi - party government while in Uganda UPE was introduced in 1997. According to the United Nation Education, Scientific and Cultural Organization 42% of African school children dropout compared to less than 10% of nations like USA before the end of primary education. This means that Africa has the World's highest dropout rate, indicating that for every five children who have started attending school, two will not set foot on the last class within primary education.

The explanation of Orodho (2019) is that education in Kenya is perceived as an essential human right and is considered to be fundamental in the achievement of individual realization and development of a country. A publication of the

government of Kenya, Children's Act (2001) states that all children have the right to education; this is according to article 26 of the United Nation Convention on the Rights of Children. Ministry of Education sector report programme 2005 -2010 advocates that Governments must have policies to improve children's progression and reduce the numbers of school dropout if global primary pedagogy (UPE) is attained. Free primary Education (FPE) was founded in 2003 by the science and technology ministry. Kenya had abolished within primary schools all fees and levies. The focus for providing primary education for free was to offer more chances, specifically to the needy societies. The most recent policy document in education Sessional Paper, No. 1 (2005) on a Policy Framework for Education, Training and Research (Government of Kenya, 2005), provides the latest guidance on providing training and education throughout the level. Within this paper, the state highlighted approaches that seek to enhance standards, access, and equality and completion rate.

The Ministry of Education sessional paper No. 1 (RoK, 2002), outlined the dedication of the state to achieve global primary pedagogy before 2005 making it a vital approach in achieving the entire targets of Education for All. Following the first boost in enlisting, the schools began to face dwindling enrolment numbers attributed to dropping out. In a study by United Nations Educational, Scientific and Cultural Organization [UNESCO, 2005] a 5% reduction in admission was observed in that year. A decline in Nairobi of about 22% was recorded from 2003 to 2004 believed to have been caused by destitution and dropping out. Current tendencies have hinted at the rate of dropping out increasing within the O levels institutions (Flores, 2015). Within primary schools, the rate of dropping out was estimated at 4.8% accompanied by

gender and geographical disparities. For example, several Counties had drop-out rates exceeding 18 per cent, which included Kuria (18.4%) and Turkana (18.2%). Most disturbing, 18.9 % (Turkana) and 18.1 % (Tana River) of girls dropped out in 2007 (MoE Statistics, 2017).

In many countries the number of children who start primary school education are many since they start up school in bigger numbers. Gradually the number decreases because most of them dropout before primary school completion. It is the responsibility of all stake holders to ensure that all children acquire the necessary skills and ensure retention of the students at any level of primary education. Lamu County is among the 7 Counties that make up Coast region. The County flanks itself to the South of the Indian Ocean, Southwest of the Tana rive, North of Ijara Sub county and North East of the state of Somalia. It sits on the south of latitude $2^{\circ} 30'$ and $1^{\circ} 40'$ and east of longitude $4^{\circ} 38'$ and $40^{\circ} 15'$. It has a 80.7 miles coastline and an estimated $6,475 \text{ km}^2$ area of which mass of water takes up 30 km^2 . The county of Lamu is administratively carved up into t divisions and 2 sub-counties. In the county of Lamu several learners drop out of learning institutions majorly when they are in grade six or five (Lamu District Strategic Plan 2005-2010). Most of them are girls. Analysis of primary school education in the district shows a female ratio of 1 to 1.1 but only 80 percent are enrolled.

1.2: Statement of the Problem

More than 10 years have now passed since the rolling out by the government of the program targeting to offer education for all in a conference held in Senegal, Dakar to attain the worthy target come 2015. As the deadline ticked closer, Kenya started

questioning what it had attained. The ministry of education observed that strides had been made by the department in majority of the EFA targets. The overall enrollment in primary schools had elevated from 86.3 per cent in 2009 to 95.8% in 2015. The index for measuring parity in gender had moved from 0.95 in 2010 to 1.02 in 2015. This parity is now even much lower than the minimum of 0.8.

Kenya Government came up with policies such as Free Primary Education in 2003 to make sure that all children attain and complete primary education. Some are concern about the retention levels of public education institution learners in the division of Hindi, county of Lamu was still puzzling. Premised on this study's foundation, it is without a doubt that the enrolment within public O levels institution within the county of Lamu haven't revamped. Perhaps that FPE was already established, it was anticipating an elevated rate of access, engagement, retention and convocation. This trend however refutes the national capabilities where admissions have been moderately increasing by at least 0.05 Or 5%. The division of Hindi in the county of Lamu is of interest because of low admission and rate of retention. Though the decline in enrolment is of great interest, in Hindi division evidence is lacking that structural research enquiries have been explored in the area to enquire about the elements affecting the pupils rate of retention in O levels institutions within the division of Hindi in the county of Lamu. This study sought to determine elements influencing the rate of pupil's retention within public primary schools within the division of Hindi in the county of Lamu.

1.3. General Objective

The overall objective of this enquiry was to determine elements affecting the rate of pupil's retention within public primary schools in the division of Hindi in the sub county of Lamu west.

1.3.1: Specific Objectives

1. To determine the effects of family background on retention rate of pupils in Primary Schools in Hindi Division, Lamu west sub-county
2. To establish the effects of learning environment on pupils retention rate within public primary school within the division of Hindi in the sub county of Lamu west.
3. To analyze the effects of social culture on the retention rates of pupils in public Primary Schools in Hindi Division, Lamu west sub-county.

1.4: Research Questions

The study attempted to answer the following questions:-

1. What are the effects of family background on retention rate of pupils in public Primary Schools in Hindi division, Lamu west sub-county?
2. What are the effects of learning environment on pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu west?
3. What are the effects of social culture on the retention rates of students within public primary schools in the division of Hindi in the sub county of Lamu west?

1.5: Justification of the study

In the past years, retention rates of primary school pupils in Hindi division have been so low. Some of the Pupils stay away from school due to lack of school fees, long distance from home and some get pregnant before completing standard eight. Some parents tend to prefer taking boys to school instead of girls as they start receiving dowry for their daughters since they are in standard one. It is for this reason, the researcher found it necessary to investigate in depth the factors that affect retention rates in Hindi division, Lamu County. This will guide the partners/sponsors/government to know specifically, the areas they need to intervene to salvage the worsening situation.

1.6: Limitations of the study

The researcher had to plan for a face to face session with the respondents for genuine findings because most of the parents were either semi illiterate or Illiterate. The researcher who belongs to a different tribe experienced a language barrier. To overcome this challenge, the researcher sought the help of an interpreter to interpret the questionnaires for the respondents in order to reduce the problem of being misunderstood. The researcher also planned for alternative means of transport since some areas were inaccessible by road during the rainy season. The study was limited to theory of achievement motivation functionalist hypothesis and theory of human capital.

1.7: Significance of the Study

Theoretically, the outcome of this enquiry bestowed the extension of knowledge about elements affecting the pupils rate of retention within public Primary Schools

in Hindi division, Lamu County. Practically, the study attempted to inform primary education stakeholders on elements influencing the pupils rate of retention in public primary schools within the division of Hindi in the county of Lamu and extend likely alternative mechanisms in correcting the occurrences. To offer sensitization and discussion with pupils, educators and parents together with others in offering solutions to the matter of dropping out. Findings of the study may also be of help to the Ministry of Education (MOE) to reduce education wastage, may suggest corrective measures which MOE can adopt. The findings may challenge policy makers, planners, and donors like the World Bank, UNESCO and UNICEF in Kenya to give school access and retention more attention.

1.8 Assumption of the Study.

The researcher assumes that: -

- i. The sample size was independently drawn from a population which was normally distributed.
- ii. The respondents were able to answer the questionnaires truthfully.
- iii. The data collected presented the information of the entire population.

1.9 Operational Definition of Terms

Retention

In this study retention refers to ability of pupils to remain and progress in school until they complete their primary education cycle

Socio-cultural factors

In this study the term socio-cultural factors refer to practices that either limit or enhance pupil's access and retention in primary education they include religion, norms and beliefs such as Female Genital Mutilation.

Dropout

A pupil who has withdrawn from school prematurely.

Primary education

Formal primary education in Kenya is the first level in the formal education and caters the age group of 6-13 years within the school system.

Pupil

A child who is in school to receive education

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses theories and evaluated suitable literature that assess the retention rate of primary school learners in Lamu County.

2.2 Theoretical Literature Review

This section discusses theoretical review relevant to this study. It presents an elaborate explanation as to the theories and the relationship with the subject of the study as well as to the degree in which the theories have been investigated and documented. According to Kombo and Tromp (2006) theoretical foundations discuss prepositions derived and supported by evidence. Kumar (2011) argues that a theoretical framework provides to researchers a guideline on what relevant literature to peruse. It is an assertion based on rationale with an endeavour to clearly describe and envision a broad element of an occurrence. Theoretical framework attempts to explain phenomena based on theories.

This study was guided by three theories namely; Human Capital Theory (HCT), Achievement Motivation Theory and The Functionalist Theory

Improvement in pedagogy is equally transformed into the community's development of the economy, to a point where the community endeavors to ascertain that education is entirely offered to all to actualize this upstanding aspiration (Mwingirwa, 2016). A survey by Oywa (2015) focused on completion and within the district of Suba. It divulged that the district goes on to experience the lowest rates of retention for girls. The few that are managed to be retained end up registering poor performances. This was ascribed to hindrances caused by early marriages, the scourge of HIV/AIDS and not associating education with girls.

According to Chacha, (2014) in an investigation targeting all levels of education in terms of girls' retention, transitions and access within Gwasi. It was outlined that individual attributes, home to school distance, networks of the family and household's duties reverse the ability to retain girls within the various learning levels. A similar enquiry conducted in the district of Homa Bay by Nagu (2015) focused on the communities residing along the region of the lake, concentrated on social and economic elements in academic accomplishment of girls, divulged a reduction of retention of female learners as they approached the age of 15, with majority resolving to get married instead of schooling, safeguarding for siblings and orphans due to HIV/AIDS or stepping aside for their brothers to attend school. Edwin (2012) documented on a similar study carried out within West Pokot and concentrating on social and economic elements on poor academic performance. It reported that communities would continue to be disadvantaged within Kenya if support was lacking that could eradicate these retrogressive cultural norms including keeping girls out of school due to traditional rituals and early marriages. This issue is critical due to evidence coming out showing that removal of tuition payment within public primary learning institutions is not turning out to be the magic bullet in attaining primary education (Farrant, 2015). The rate of retention in the district of Tana Delta is below par yet it is very difficult to establish what becomes of female learners because hardly any finish secondary level education (Alexander et al. 1997). Aziz (2016) in survey conducted in the coast region within the county of Kwale, focused on academic challenges encountered by the region, mentioning that because of the poverty situation, a majority of the girls stay away from school to fend for themselves.

According to André (2016) in Mexico, young females within majority of the developing nations have gradually been unmasking the beliefs and traditional stereotypical views founded on dismal understanding that boys are superior academically (Wachira, 2015). Contrary, evidence exists showing a variation in the brains of girls and boys that support the difference in academic accomplishment between the sexes. While other individuals have sought close relationships for variation in gender in regards to academics, existing documentation shows the main causes to be factors related to culture, economic and society (Odwari, 2012). It is without doubt that informal growth and opportunities of crime have influenced male children languishing in poverty within rural setups and slums in urban areas are not seeking education. If action is not taken to challenge the system that encourage obstacle to education of both female and male children, the inspiration of attaining global primary education will only be a dream. Issues that are emerging in relation to the rate of retention of girls are being perceived with an emerging view such as abuse of substances and drugs, HIV/AIDs, and prostitution. The World Vision report (2011) focused on hindrances experienced by girls in academic establishments within the district of Lamu that showing that the biggest elements contributing to a high rate of dropping out are substance and drug abuse, illicit prostitution and HIV/AIDS. Clearly reported are the trends currently popping up within the communities at the coast of Kenya include children being trafficked to the Middle East, activities of commercial sex by children and child tourism, all of which affect young females and have majorly contributed in the high rate of girls dropping out of education systems (Gussia, 2016). The study notes that existence of easier manner of making money available in the coast happens to enable young girls to be lured out of schools. This takes up about 50% of incidences of dropping out. A report by UNICEF path

(2015) concentrated on achieving gender balance within the education system in Sub-Saharan part of Africa showing that majority of the nations in Africa are still being faced by challenges in implementing these goals.

The document mentions lack of adequate finances, backward norms in society and economy and effects of HIV/AIDs as the biggest hindrance in the sector of education, which deprives schooling opportunities from the young. In addition, a report by UNDP (2015) shows that within Nyatike Sub County, inheritance of widows is still being practiced and their right to property ownership is denied. They are not aware of means of seeking justice against these injustices being committed to them due to poor academic background, due to dropping out of school early. This cycle also captures their young daughters. The report recommends that the widows who were disadvantaged should receive support to take part in economic engagements so as to be responsible in maintaining their offspring's in education.

2.2.1: Human Capital Theory (HCT).

As stated by Tobias (2016), one of the theories that this study relies on is Human Capital Theory. According to Stallman and Johnson (2015), the theory of human capital declares that the aspirations of an individual to take part in developing the economy will elevate their aspiration to seek education. The formal hypothesis about human capital is rather new, though the idea of human capital in itself commenced way back in the 17th century. Previously, human capital took the meaning of people being empowered to labor, an individual's ability to earn or a person's output without consumption.

Nowadays, we perceive this differently. Human capital is explicated as proficiency, expertise, assets and encounters that a person holds in addition to usefulness to the organization. It elucidates that not all individuals have similar value; it is dependent on their proficiency, expertise, assets and encounters. Human capital is a process of establishing economic accomplishment in a place of work and this notion of human capital actually provides for the development of the theory of human capital. This hypothesis was enhanced over time and has carried on to be a hypothesis that has molded policies in nations and decisions in businesses. In spirit, the theory of human capital argues that human capital is a vital factor of economic productivity within entire sectors (Stallman & Johnson, 2015).

2.2.2: The Functionalist Theory

The assertion of the functionalist theory is that entire sections of society is inter-related and plays a role to the operations of the community as a single module. Whether the functionalist theory is right and we all apprehend the manner in which the pieces operate within the module of the society, the results are performance, order, growth and sustainability. Whether the community is a functionalist community and the hypothesis never succeeds, the community is likely to drop to chaos or the individuals in the community should quickly adjust to retain the performance, order, growth and sustainability.

Within the functionalist theory, the nation depends upon the accomplishment of the pupils and the other way round (Stallman & Jonson 2015). Fundamentally, the state offers education to learners through the system of public schooling. Since parents

depend on this structure to prepare their children to be accomplished adults, they remit taxes to the state. After the learners are educated through the education provided by the state, they develop into adults who are responsible, esteemed individuals in the community and the most essential one, those who remit taxes. The state depends upon taxes to operate, so the government is mostly interested in ensuring that learners receive appropriate education to allow them secure good employment and remit their taxes to oil government operations. It is the pupil's best interest to utilize the education financed by the government to allow them to secure jobs for themselves and future families when they become adults, even as they remit taxes to the state.

2.2.3: Achievement Motivation Theory

The theory of achievement motivation is elucidated as behavior dedicated in the growth and manifestation of enhanced capabilities. Achievement motivation theory says that people have an innate need to succeed or to reach a high level of attainment (McClelland, 1953). This theory forms the three elements that comprise the theory of Human motivation by McClelland who was a social psychologist. His perspective was focused at elucidating how various forms of motivation were impacting the performance of individuals in a business setup. McClelland suggested that there existed three forms of motivation that propels everyone, regardless of the background.

These include accomplishments, association and authority. The people who are inspired by achievement often manifest certain type of characteristics. First they wisely choose their battles. They don't chances in goal setting and will not develop a single one which is unfeasible. Having said that, they will not be inspired by an activity that is easy to accomplish.

2.3: Empirical Review of Literature

2.3.1: The Effects of Family Background on Pupils' Retention Rate

Mothers' level of education is a significant element in establishing in case children will go to school or not (Yambo, 2015). Parents may not be aware of the benefits of pedagogy whether the standards of education and the association between work and education. Within the rural locale where the origin of their wages is agriculture, challenges may be faced by parents envisaging their children's lives to be different from theirs and hence likely to underrate the likely gains of education. Children are controlled by children hence their perceptions are an essential element in establishing if the children will attend schooling or not. The researcher evaluated the parental attitudes and value of education and its effect on pupils' retention rate in the Division. Direct and indirect costs of education are closely related to school dropout. Several families in the very bottom of the social and economic ladder are having their children prematurely leave learning institutions yet kids from advantaged and learned families were capable of undertaking programs in the school conquering entire obstacles within their journey to succeed (Aosa, 2016). Underprivileged children and those from families that are uneducated were not able to contribute to the educational needs of their children thus dropout of the school system. Direct costs of education may lead to school dropout; the direct costs of education include books, transportation, cost of uniforms and meals. The ability level of every parent to be capable of satisfying the requirements of their children will establish their strength in learning institutions (Ready, 2015).

For learners in rural locales the cost of transportation simply becomes the most costly factor of private fee of education. This extra expense was something that many families cannot cope with on a daily basis and they would question if their children use this as an excuse of not going to school (Mwangi & Syomwene, 2019). In her study Wairimu's, (2017) popular impressions were that parents shaped their children's education. Most of the male parent were thought to be injudicious due to partaking illicit drinks. There were single parents who were unable of making available basic requirements for their children. Orotho (2014) survey on elements that shaped the pupils rate of retention in learning institutions exposed many elements that shaped the rate of retention of pupils and incorporated initiation practices, the perception of parents, their responsibilities in the community and poverty and domestic.

It is an investment to educate and it is certainly the most important type of viable benefaction that parents can provide to their offspring's, better than any wealth. The dynamics of economic and social status in majority of the families is founded on the manner in which children are schooled, despite opportunities of education being equally provided to both genders, while majority of the families ingesting a lot of funds in schooling boys more than girls and this imbalance which favors boys to girls is a contributing factor to the low level of girl's retention by educating them (Rifai, 2017).

CLEI (2016) discerned that, because only one biological variation exists between girls and boys. Local societies were continuously consuming resources equally to increase rate of retention, despite the differences in gender and the benefits from that approach was being actualized even within China in its labor industry. The financial requires of education in various levels of students signify that essential and distinctive facets of

such pedagogy being regarded in establishing the amount of finances to spend. In this regard, the requirements of girls and individuals who are challenged being basically distinct placed most financial needs on their education, this realization worked contrary on knowing the objective of their education (Wanjala & Rarieya, 2019). Additionally, it was observed that sections of certain segments of spending in education, boys were indeed requiring less in relation to recurring expenditure in education, and they were also engaging in basic ways of generating income because of their position in the society thus making it possible to execute the obtained financial support.

According to Ogba and Igu (2019), there are many challenges faced by girls within learning institutions and they are easily infuriated when faced with financial challenges and hence lead to dropping out. They believe that because of the girls distinct financial requirements, much more should be spent by the society to maintain them in learning institutions, and finally that majority of the parents basically find it difficult to talk about it therefore resulting in low rates of transition within that gender. Waweru (2015) opines that a considerable category of commercial sex workers who are popularly found on the streets of up markets within urban localities express themselves in fluent English, smartly dress and live a life that is above average. Okoth (2019) reported from a survey done within rural areas of Kisumu, that majority of the girls who had prematurely dropped out of school indicated that they had faced financial challenges. The observation was that these girls get into marriage with men who also exhibit contentious academic achievement, procreating and raising children who are likely to live a more wanting life in coming years leading to cruel rhythm of

poverty. In a different study conducted within rural sub county of Kisumu, Oketch (2010) showed that lack of finances had mostly pushed young girls out of school as compared to boys, in so doing girls who had dropped out were engaged in fending for funds in the city of Kisumu and within other urban areas bordering it in order to earn a living. He quickly pointed out that if the community could not invest in the education of girls, such incidences would result into dangerous situations with bad repercussions with stable families getting the worse of it. Wairimu (2017) conducted an investigation on the rate of transition of boys, a situation that was of concern in a number of areas in the province of Central. The investigation noted that majority of the parents had resolved to utilize majority of their resources in bringing up their daughters because boys were continuously being kicked out of learning institutions due to abuse of substances and drugs. Additionally, the investigation divulged that it was normal to experience wealthy women enticing young boys to leave school to engage in illicit sext with them for financial reward and other material gains. This explicate why in central province, boys are imperil.

In the considerations of Njerii (2018) who is technical advisor to a local association outfit within the community within Nyeri, prohibited drinks and drugs had spun majority of the men in that area into zombies. The men having been unable to take up their roles and women having to take up these responsibilities thus filling the gap by using more resources on girls to stabilize their future. In regards to Onguta (2018) who is a research adviser on social matters in contemporary societies, specifically on issues of education. He opines that girls who are uneducated within the community pose real danger because they prey on men who are financially well off and educated

continuously destroying sanctitude of marriage. He observed that girls if girls were encouraged to pursue education, they would be responsible members of the society hence strengthening the fabric that holds the family. In the course of the investigation on the ascending incidences of rate of girls dropping out of learning institutions within a number of public primary schools within the sub county of Suba, Lewin (2018) observed that majority of the girls were unable to secure considerable funds therefore they were venturing on Lake Victoria beaches where fishermen were enticing them with quick cash through informal agreements (Jaboya) where fish is exchanged for sex. The survey also noted that the increase of young girls within the beaches was the reason behind the increasing trend of HIV/AIDs in a number of localities, because this group does not have the knowledge so it will more likely engage in unprotected sexual activities with men they barely know anything about. Matters of education funds being vital to the rate of girl's transition through various education levels in major spheres of the world. It is found to be more vital in the Kenyan coast areas where tourists exploit young girls by offering them quick money. According to Abdalla (2019) who is an advisor on matter education at a local consortium in the coastal region, the main focus of returning the girls to the learning institutions. The researcher noted that the lack of financial support was exposing the young girls to the likelihood of being seduced by foreign tourists who provide them with finances and entertainment just to engage in sex with them. She suggested that all stakeholders and the government need to develop strict guidelines that will have all girls attend school and forbid prostitution of this children. A survey conducted in Abijan focused on the transition of the girl child from primary school to higher learning. Kemode (2016) opined that this was

basically to identify young girls who were moving out of school to target men working in the Nigerian mine fields.

2.3.2: The Effects of Learning Environment on Pupils' Retention Rate

Elements including dynamics of the classroom such as indigent delivery strategies, substandard pedagogy, teachers with inadequate qualifications for a number of educators handling special needs children within the integrated programs, absence of expertise on the subject content and absence of dedication of teachers affect Pupils retention rate. These elements influenced pupils not to be interested in learning (Njerii, 2019). It is also appreciated that facilities that were found in the environment informed the level of learning participation by children; for example, dangerous terrain, insecurity from wild animals, serious adverse of weather, and serious lack of basic infrastructure, such as classrooms which force learners to be taught under trees, their rate of active involvement is affected by such challenges, and soon dropout to seek jobs rather than miss school continuously.

When uneducated children get employed, they contribute very little to the family basket yet the prize of children not attending education is more than an individual's development as well as the development of the society as a whole. Inspiration to attend education reduces continuously from the initial stages of education to high school level. Learning and succeeding in school requires active engagement. Lloyed (2000) deduced that inducement was an eminent interest in schools. Engagement with stakeholders was related to productive academic results such as accomplishments and associated tenacity in school. For many students, disengagement was associated with behavior problems in which they eventually lead to dropout. It is usual to

establish that students who do not participate in the class are likely to be engaged in other activities (NRCIM, 2017).

Many studies done in Kenya on dropout explore various areas of concern leading to pupil dropout. A study of causes and effect of pupil dropout in Siakago division in Mbeere sub-county revealed that class repetition can be a major cause of dropout Okoth, (2019). Class repetition was ranked second to economic factor as a cause of dropout. Class repetition refers to when a child is compelled to redo the class/level and experience the same curriculum for a second year, in so doing the child is offered another shot to attain success. Class repetition was found to be one of the most powerful predictions of school dropout, according to Craman, (2018). Most individuals have negative memories of being retained and hate being left behind by their peers which motivates them to withdraw from school. In Senegal primary school level is attributed to elevated levels of repetition and constant dropping out in primary schools (Anderson, 2017).

The significance bestowed on education by a person in reaction to the important issue of standards and suitability of education in tackling the requirements of that individual (Harry, 2006). The education surrounding is encountered with a lot of obstacles that a person should be ready to conquer so as to attain the anticipated targets. For one to encounter such obstacle, the gains of education must be certainly motivating (Jacky, 2014). In most rural localities in Africa particularly the Sub-Saharan areas, prominence is focused more on accomplishments of basic domestic responsibilities that basically engage women in their responsibility of their homes instead of the complex activities encountered in the house. This elucidates why majority of the girls,

focused towards a life of marriage, view being maintained in school for longer as an issue that denies them prior opportunity to join the domain (Awiti, 2017). In a study conducted by Ombur (2017) within the division of Nyaninina in the sub-county of Siaya, the focus was on motivational elements affecting academic achievement of girls within public primary school. The investigation noted that there is a misapprehension that women are just women whether they have undergone schooling or not and that girls certainly do not require the qualification of education to accomplish their responsibilities. We are left to wonder about the suitability of the curriculum in schools in Kenya in addressing the requirements of various individuals in the nation and its ability to explicate this hypothesis in the manner the cultural and social structures influence the structure of academics in the country.

According to Okoth (2019) typical citizen's center on tackling their immediate requirements and challenges including a curriculum of education that does not consider tackling such issues. It is frequent to see girls dropping out of learning institutions to pursue security concerns and protection because the region is experiencing security concerns that is a risk to their life. Ammed (2014) has been disturbed with issues of continuous lack of security in Kenya particularly in the North Easter region. His concerns are that girls are transitioning at a slow pace from primary to secondary level and above. Time was therefore ripe to integrate the school curriculum to the challenges experienced by the community. Odola (2019) argues that a curriculum of education that merely centers on acquiring raw knowledge yet very little considers the requirements of people certainly doesn't consider the future and provides girls within slum setup and rural areas with more challenges in education

when they have dropped out. The girls will certainly drop out of school without anything of substance. According to Njeri (2019), young females are conditioned to accept issues that are valuable to them and reject any activity that delays it. Aziz (2016) being a person who has experience with local destitute women within the district of Kilifi, noted that economic challenges within the devolved government had forced individuals to take part in ventures that ensure them something little. This occurrence is repeated in various regions in the coastal area as mostly girls prematurely leave school to engage in several chores to tackle their urgent needs. Within certain spheres, formal education is regarded as too remote to address the need by the inspiration of survival. In reaction, Gussia (2016) opines that appearance of the nude tradition has become widely acceptable in Kenya's entertainment places mostly in urban areas. The culture is attributed to lack of education and young girls being forced to engage in these desperate immoral activities to sustain their lives.

Similarly, Nanjala (2018) noted that drop out of schools were being made to become sex slaves by tourists who exchange sex for cash sometimes with animals just because the curriculum is not in a position to provide urgent gains and measure of providing for themselves. This has in turn become a common problem observed in many parts of urban Kenya. Many enlightened women in the cosmetic sector suppose that it's a waste of time to keep a girl in school because they instead need to take care of themselves so as to me romantic and attract men who are their clients. This supposition questions the standards and suitability of the curriculum in addressing the requirements of prospective pupils. Due to this Abaa (2016) opines whatever someone needs through learning can be attained through other ways, then it's no use to be in

school. Provided that participation is essential matters of importance in the community is ordinarily undertaken by men who mostly control the manner in which things are handled, the element of the curriculum in a bigger way then exhibits male dominance and as such make the curriculum to discriminate against women (Abdalla, 2018). It is mostly considerable to determine the level at which the curriculum for the schools tackle the requirements for girls, without considering this aspect, the girl child will then be ordinarily absent in schools due to the content of the curriculum being unsuitable to their requirements (Ochola, 2019). In the investigation done by Njerii (2019) within the sub-county of Vihiga regarding how the curriculum of primary schools is influencing advancement of pupils within learning institutions. He noted that an estimated fifty six percent of young females have dropped out of public O level schools while twenty four percent of young males that joined school were not provided with suitable survival skills.

2.3.3: The Effects of Societal Culture on Pupils' Retention Rate.

Okoth (2019) suggested that the current society examines itself radically on social dynamics so as to be freed from the yoke of slavery regarding conventional norms that should not be considered in the current globalization era to bring in development in all aspects of life. Many researchers have suggested that during the initial stages of a nation's educational and economic growth, school rely mostly on elements that inspire presence and retention of students in schools than factors linked to the development of academic achievements. Teachers should not scare the students by increasing repetition and dropout rates.

Students who found school work challenging have escaped learning and motivation was very much needed to avoid situations that brought failure. It was observed that registering learners having attained poor grades in a surrounding that is competitive results in frustration and frustration within the non-performers, Technical Assistance for Excellence in Special Education, (2007). Ochieng (2015) noted that majority of the traditional practices habitual within the community are those related with activities of the school thus should considerably attract learners out of school.

Previous studies have shown that poor retention rate and education engagement were caused by high level of poverty. Elevated levels of poverty within homes had deterred destitute homes from registering its children within primary schools or not being able to retain them without interfering on their engagement, for those able to be registered because of lack of ability to meet several requirements. This has led to inadequate delivery of learning institutions to the admitted, poor education standards and an elevated level of dropping out within the needy. Rarieya (2017) reacting that appearance of the nude tradition has become widely acceptable in Kenya's entertainment places mostly in urban areas. The culture is attributed to lack of education and young girls being forced to engage in these desperate immoral activities to sustain their lives. A number of backward traditional behaviors and social-cultural norms have been identified as vital elements that lead to low numbers of learners to be admitted and engaged.

Since higher poverty levels are examined around the semi as well as arid lands, there is low access to education in such areas compared to potentially high area. This observation is in tandem with findings by a background paper commissioned by

UNESCO which observed that poverty cannot be eradicated without certain, urgent and long lasting focus on increasing education access (UNESCO, 2002). Hence poverty can be eradicated in two ways. One the capability to tackle the indirect fee of going to school. The cost include materials for teaching, food, fare to and from school as well as for learning.

Ali, (2016) in his investigation carried out in Kwale County of Pemba within the coast region, focused on academic challenges encountered in the area, noting that because of the levels of poverty, majority of the pupils stayed away from learning institutions to carter for their lives. Within the sub-county of Tana Delta, there was low rate of retention yet it wasn't possible to tell what became of the pupils because it's only a small number that managed to finish their education. Frustration caused by underperformance among some children play also a vital role in premature leaving of learning institutions. Poor pupils would not mind withdrawing or disrupting learning since they see no reason of being in school. Teachers should be aware of the common indicators of a pupil at risk for school dropout. Including attention problem, multiple retention in one grade, poor grades and unlimited goal for the future among others. When a factor distinguishes a pupil, the pupil will require help from teachers and parents to accomplish her/his education before a challenge transforms into unmanageable situation.

Aspects of the society and culture of the society establishes the education desires of that society and the gains placed on education rightly relates to the level at which the two tenets conform (Aron, 2015). Provided the cultural and societal dimensions of different communities varies in distinct constants, degree of inequality are also noticeable in

academic areas. It is broadly noticed that aspects of culture and society within many communities in Africa are mostly disfavoring women even within the sphere of education, this has mostly led to girls transitioning at low levels in education (Tawa, 2004). Auralia (2008) based his survey on elements that were influencing girl's rate of dropping out in Australia's Aborigines. He noted that aspects of culture within the community were still conventional in perspective that girls were being perceived as maids in the house responsible for home chores, yet males could venture into new activities including education. Additionally he observed that within the social surrounding, it was less likely to observe a woman undertaking key roles in the community, though if observed, that would be about taking care of the young. Njerii (2019) observed how issues of culture and society can alter academic strides of a society. Having closely worked with African communities to eradicate genital mutilation among women, he observed that communities known for practicing FGM showed high rates of girls dropping out of school after the rite. This was because the community considered them to be adults therefore no need for education and ripe for marriage. Okoth (2019) observed that it was normal to see majority of the girls in lower primary but with time see the numbers reducing drastically. This indicated a worrying trend: retention from public primary schools within the district of Kuria determined that girls were being maintained in school as they await time for marriage. This was irregardless of how mature they looked or the education level, but about how fast they could be married off. It implies that a people's culture plays a considerable role to play in determining how long it takes for a girl to be schooled and thus it becomes the biggest obstacle in registering a high rate of transition among girls in their

education journey in Kuria sub-county. Because several other traditional norms are still conventional and discriminatory against girls, they end up being disadvantageous thus victimizing the girls yet boys can explore emerging ways. Odede (2016) observes in an investigation focusing on how in the district of Rongo, the parameters of culture and society are influencing their academic advancement. He noted that a number of these communities in the rural setup perceive girls as people who take care of homes and hence need not be exposed to thorough educational achievement to begin competing with men. In relation to the marriage aspect, a number of educated men also favor wives who are less educated to minimize contest in the family and in instances where the wives are more educated, such happens to be financed by their spouses as a tactic of making the wife submissive. According to Oguta (2015) having surveyed reasons behind disparity in education among couples, noted that cultural norms and the society have a lot of influence. Additionally, even when the rate of girl's transition is staggering, culture was found to have contributed considerably. Currently in the world, the society is continuously becoming dynamic in all aspects of life. The fact that culture is still bogging the academic progress of girls is something that need to be done away with to provide for equitable competition of the sexes to achieve development that is sustainable (Andy, 2015). According to her observation, colleges and universities are continually establishing that so many women are pursuing advance education yet most of these women are widows or not yet married. The observation implies that the biggest catalyst of the problem brought by cultural practices and social norms happen to be male. While women who are deviating from these norms and going on to gain from the fruits of higher education. Chekwonyi (2017) conducted an

investigation on the district of Trans-Mara delving on how factors of culture and society were influencing the local status of the economy. She noted that considerable change in the standard of living within the people influenced people to pursue education and acquire life skills. Additionally she noted that because of the norms of culture and outdated rites, women were not finding it easy to enhance their quality of life because a number of them barely advanced past primary school level. Similarly, Aosa (2016) indicated that within communities where ties of culture and society were strong, females still experienced discrimination to a point where they were perceived as being brought up for marriage from an early age, an element that contributes to the low levels of transition in several public schools.

Girls challenges related to retention in schools is considered to be mostly social in perspective compared to other aspects. It is because it ordinarily derails females away from schooling as influenced by boys and other men who are older to engage in sexual engagements that result in dropping out (Ajwang, 2015). Her indications were that girls were still being perceived as sexual objects something that resulted in educated men lavishly treating less educated women, as long as the women were attractive. In her study conducted in the district of Bomet considering a number of primary schools. He focused on continuous challenges facing girls. Chepkemai (2016) noted that, the traditional norms in majority of communities in Africa were subjective to females as they mostly discriminated against them hence denying girls the chance for schooling. She listed the matters of cultural and societal elements to be considered to enable girls to be free to contest with boys such as property acquisition, family responsibilities, backward traditional norms and early marriage.

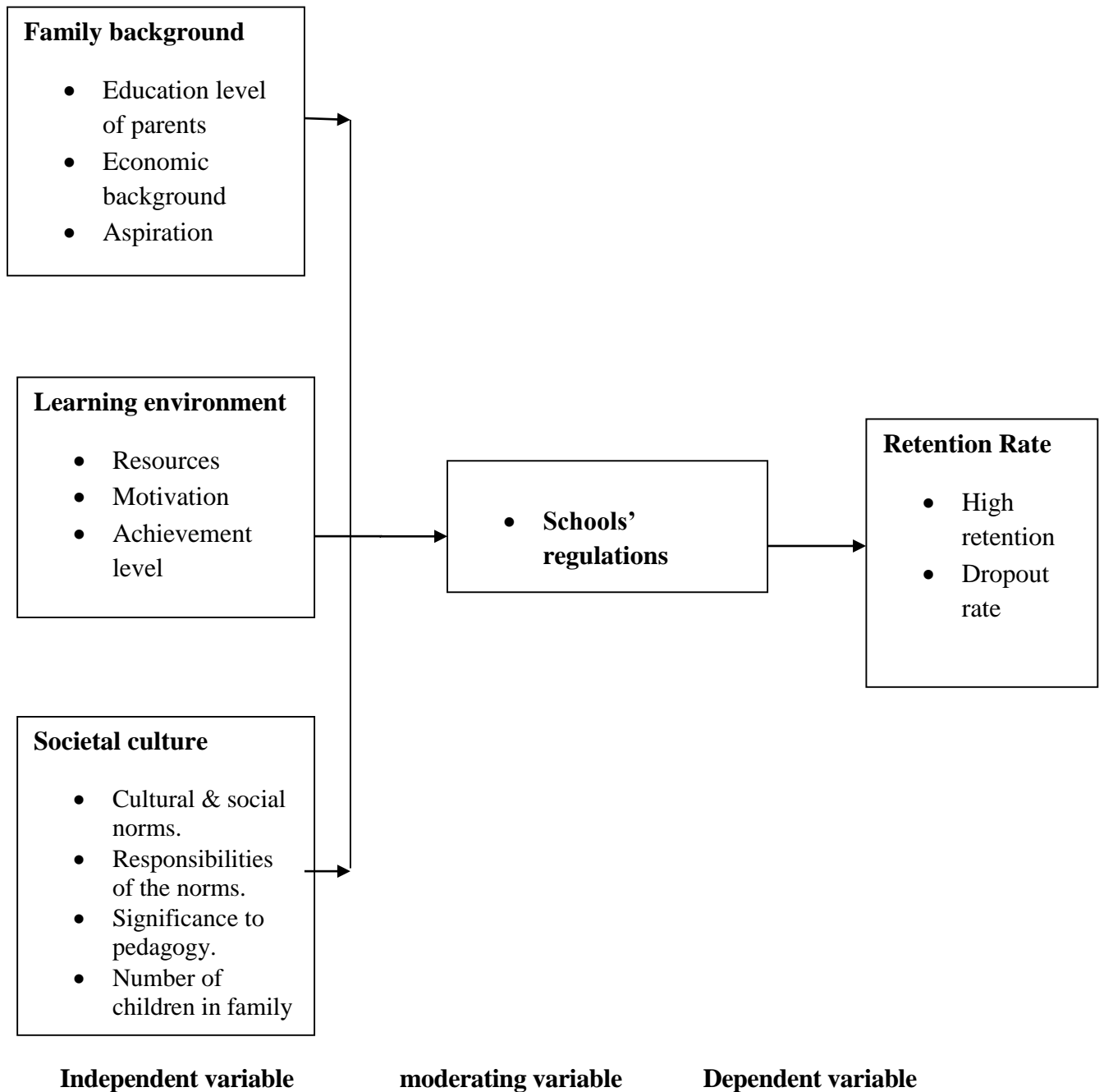
2.4: Research Gap

Low primary school retention rate is attributed to several elements including background of the family, Learning Environment and Societal Culture. In this regard, the researcher intends to investigate the challenges on the retention rate of school learners in Hindi division, Lamu County and come up with probable solutions.

2.5: Conceptual Framework

A conceptual framework is an ordinary structure that comprises of specific summarized bars which constitute the observation, the experimental and evaluative elements of a research process at hand (Chang, 2018). It is an evaluative apparatus with a lot of differences and backdrops. Its application varies with how it's categorized to work in which case an entire depiction is required. It is utilized to make contractual variations and manage ideas. A conceptual framework becomes strong when it depicts a realistic representation and does this in a manner that is easy to comprehend and utilize. This section will determine the factors which are going to affect the variables referred to as the independent variables. Previous literature done indicate that pupils' retention rate in public schools is influenced by quite a number of factors worldwide Anderson, (2019). However, in this study, the researcher systematically opted to zero-in on only three factors; family background, learning environment and social culture. Therefore, it is conceptualized that there exists a connection linking the independent variables (i.e. family background, learning environment and social culture) and the dependent variable in question (pupils rate of retention within public schools). However, that relationship is yet to be precisely established which independent variable is strongly related and which one is not. The relationship is as seen in figure2.1 below;

Figure 2.1:
Conceptual Framework



2.6: Summary

Several enquiries have been initiated on retention rates in primary schools and the challenges head teachers face in mitigating the practices. However, following the review

of related literature, suggestions have been made through the current study made on how the encouragement and actions by stakeholders can be applied to avert the dropout rate in primary schools. This was in view of the fact that circumstances and the operational environment of the primary school learners have changed yet the retention rate of the school learners have remained fairly the same over the years.

CHAPTER THREE

METHODOLOGY

3.1: Introduction

Methodology is discussed in this section as the design of research is outlined together with the local of the enquiry, target population, sample size, sampling techniques, the instrument for acquiring data and the process chosen to evaluate the data.

3.2: Research Design

This study adopted is both qualitative and quantitative. A descriptive research design provides for a systematized acquisition and elucidation of data by statistical software which allows the researcher to derive comparable data across respondents. Questionnaires when utilized in surveys enable the acquisition of systematized data from a considerable population within an economic budget and also enables easy correlation (Saunders, 2012). Descriptive design is utilized to enable acquisition of information, abstraction, presentation and elucidation. According to Kothari (2007), it comprises large quantities and outlines population attributes through selecting unprejudiced sample. A survey is described by Mugenda and Mugenda (2003) as an effort to acquire data from participants within a population so as to establish the accurate level of the population in relation to either a single or multiple constants. Additionally, a survey is likely the suitable approach that exists for educators and

social researchers who are intent in acquiring actual data so as to delineate and observe a big population.

3.3: Target Population

Kothari (2014) stipulates that a target population relates to a summation of items where an investigation sample is derived from and where the outcome of the investigation will be generalized. Tromp and Kombo (2006) views it as reachable figure of the population targeted where an investigator intends to pick a selection for the investigation. The study targeted 72 head teachers, 72 teachers and 72 parents in the 72 public and private O level institutions in the sub county of Lamu West, giving a population of 216.

3.4: Sample Size and Sampling Techniques

In the perspective of Tromp and Kombo (2004) an appropriate sample proportion is one which is illustrative of the select population. A larger selection results in a more illustrative select population. According to Mugenda and Mugenda, (2013), a descriptive study requires 10% to 30% of the accessible population. The study selected a sample proportion of 108 out 216 participants accounting for more than 50% as advised by Mugenda and Mugenda. Provided the descriptive nature of the enquiry a probability sampling design was employed.

The select sample was attained by providing each object in the select population equal selection opportunity in the concluding sample. In the light of this reality, the researcher used simple random sampling method. Papers containing names of 72 O level institutions in the sub county of Lamu West was put in a container and shaken

and 36 primary schools were randomly selected and picked by the researcher and from the 36 schools picked, their respective head teachers, teachers and parents formed the respondents to be interviewed. This method ensured that each respondent had an opportunity of being selected and picked. This selection is depicted on table 3.1.

Table 3.1:

Population and sample sizes of the study

Strata	Population	Sample Size	Percentage
Head teachers	72	36	50%
Teachers	72	36	50%
Parents	72	36	50%
Total	216	108	50%

3.5: Data Collection Instruments

Questionnaires were utilized in this descriptive study as the principal tool for acquiring data. Variables were itemized into closed and open categorized questions. This blended line of questioning was favored because it sanctions the acquisition of both qualitative and quantitative information, which provides an exhaustive strategy in steering the study. The questionnaires were distributed to head teachers. The head teachers were chosen because they were in access of Pupils enrolment and daily attendance records. In addition, they were in a position of knowing the reasons for drop outs as they keep such records.

3.6: Piloting of the study

Mugenda and Mugenda (2003) opines that piloting should consider a select proportion of up to 10% of sample proportion. Ten percent of 216 was hence picked for pretesting. Piloting was done in Lamu East sub-County by dispensing 6 issues of questionnaire for the pretested proportion of participants. The data acquisition tools were possessed and verified for meeting the threshold for reliability and validity after sufficient alterations were effected.

Reliability test the level at which an occurrence is measured and replicated in future outcomes. Additionally, an instruments reliability also regards itself with reproducibility such as an examination or a scale is pronounced to be reliable if the phenomena is measured a number of times within the same situation yield similar outcome. Checking for reliability of a study tool is essential because it concerns itself with constancy of the measuring tool. Cronbach Alpha coefficient is the customary approach utilized in testing internal constancy. It is perceived as the most suitable way to test reliability.

In surveys, the validity of research encompasses the level at which the enquiry tests the appropriate characteristics that require testing. Basically, validity is the manner in which a tool measures what it was aimed to measure.

3.7: Data Analysis and Presentation

The data acquired was evaluated through use of descriptive statistics. After the data was acquired, the questionnaire was examined for exactness, constancy and wholeness. Nonetheless, prior to eventual evaluation, cleaning of the data was

undertaken to eradicate disparities leading to classification in relation to similitude then tabulated. The outcome was coded into differential format to enhance statistical evaluation. A social science package for statically analysis (SPSS version 20) was used to evaluate the data. Specifically, frequency distribution, standard deviation and means were utilized to abstract the outcome and to divulge the immensity of resemblance and variation. The outcome were dispensed in tables, pie charts and percentage.

The study further employed a Multiple Linear Regression Analysis to determine elements influencing pupils rate of retention in public O level institutions within the sub county of Lamu West. The rationale for picking this statistical contraption is due to its suitability to the variables of the enquiry thus a dependable measure to adopt the enquiry (Tromp & Kombo, 2006). The formula for the calculation is:

$$Y = f(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon)$$

Where by:

f Function

Y Retention rate- dependent variable

β_0 Constant Variable

X_1 Family background –independent variable

X_2 Learning environment -independent variable

X_3 Social culture –independent variable

ϵ An error term

3.8: Ethical Considerations

In this study, ethics was observed by maintaining confidentiality, treatment of respondents with respect and honesty and observation of protocol at all stages. The researcher sought the consent of the respondents. Moreover, the researcher agreed with the respondents about the use of the data, and how its analysis was reported and disseminated. The researcher observed privacy and confidentiality by ensuring that the respondents did not give their names in the questionnaire and that the analysis done was not for individual respondent but a combined response of all the respondents.

Authorization was also solicited from the University (Kenya Methodist University) to conduct the research and collect data and at the same time adhered well documented confidentiality guidelines.

CHAPTER FOUR

DISCUSSION AND PRESENTATION OF FINDINGS

4.1: Introduction

Outlined in this section are results of the enquiry premised by the objectives. Data was evaluated and the results projected on chart, tables and graphs. The data acquisition tool were dispensed to 32 participants. Out of these 32 respondents the number of questionnaires that were completed and successfully returned for analysis were 29. Those who never returned their questions gave reasons of being busy and could not get time for the questionnaires. This means that the response rate was 91% as shown in table 4.1 which depicts the level of responses.

Table 4.1:

Response rate

Response	Frequency	Percentage (%)
Dispensed questionnaires	108	100
Given back questionnaires	92	91
Not returned questionnaires	16	9

4.2: Presentation of findings

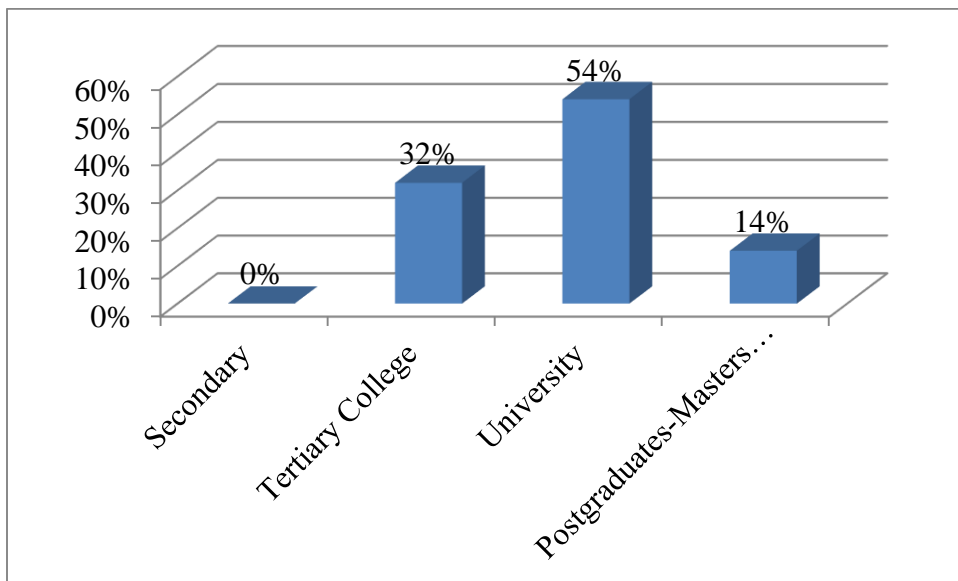
The result in figure 4.1 shows that three head masters who are administrators of the institution and also teachers were very well learned, most having acquired university level education other more than education at university level. This is due to the fifty four percent who had graduated at the university level, fourteen percent were postgraduate, thirty two

percent were holders of either PhD or Master's and other a college certificate. The sector of education requires citizens who are well educated as captured by this categories, hence the department is urged to enhance and sustain the quality. Well learned individuals comprehend pupils rate of retention within public O level institutions and may ensure an enhanced rate of retention.

4.2.1: Education level of the Respondents

Figure 4.1:

Education level



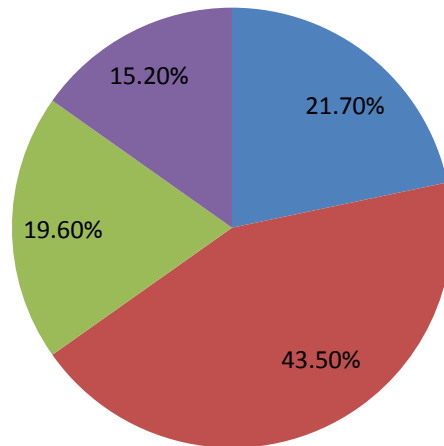
4.2.2: Respondents' Period of continuous service

Respondents' period of continuous service with the school as a principal showed that 21.70% of the school head teachers have been working for a period ranging from 0 to 5 years, while a good percentage of 43.50% have had a continuous service with the school for 6-15 years, 19.60% have had a continuous service with the school for 15-20 years while 15.20% have had a continuous service with the school for over 20 years as shown in figure 4.2. This implies that a good number of school head teachers have

had reasonable period of continuous service with the school and have been able to answer questions relating to the pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu West.

Figure 4.2:

Period of continuous service



0 – 5 Years 21.70%

6 – 15 Years 43.50%

15 – 20 Years 19.60%

Over 20 Years 15.20 %

4.3: Pupils’ retention rate ranking

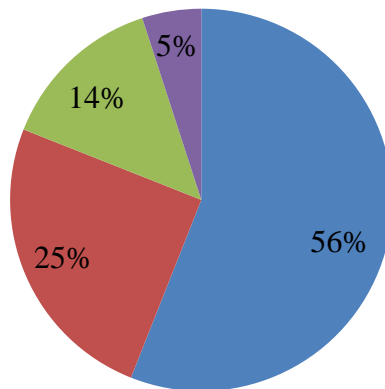
The participants were requested to provide their perspective on Retention rate ranking as depicted in figure 4.3. The results show that 56% of the participants indicated a below par supposition, 25% said fall short of our expectation, 14% said meet our expectation while 5% indicated exceeded our supposition. This shows that the pupils rate of retention in

public primary schools within the division of Hindi in the sub county of Lamu West is poor and below their expectation. This ranking should be a concern to the stakeholders and the investigations done to determine elements influencing the pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu West would be helpful to all.

4.3.1: Retention rate ranking

Figure 4.3:

Retention rate ranking



Key

56% below supposition

25% way below supposition

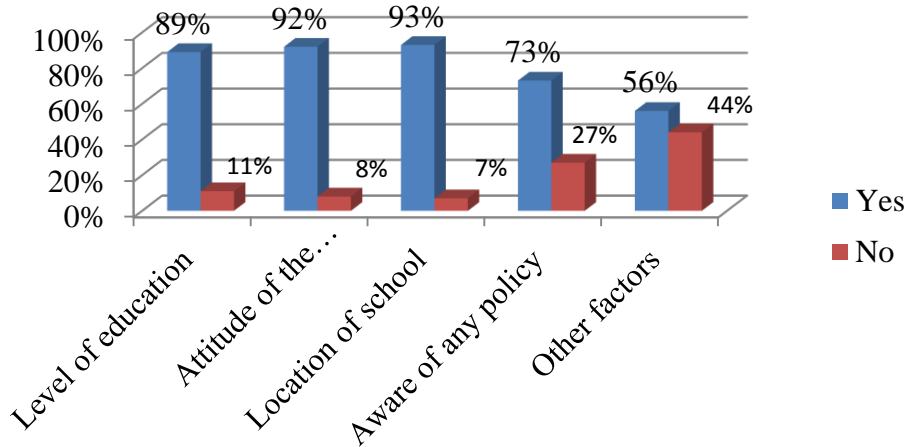
14% within our supposition

5% above our supposition

4.3.2: Retention rate factors

Figure 4.4:

Retention rate Factors



Further the participants were requested to provide perception on Retention rate factors and as shown in figure 4.4 89% said yes to the level of education of the parents/community is influencing pupil's retention rate while 11% said no. And for those respondents who said yes to the question, their brief explanation was that parents/community's' level of education is a significant elements in establishing if or not children will go to school. The question of does the attitude of the parents/community influence the pupil's retention rate in your school? The results showed 92% yes and 8% no meaning that the attitude of the parents/community influences the pupil's retention rate in your school.

For those respondents who said yes to this question, their brief explanation was the children are being controlled by the parents hence parent's perceptions are an essential element in establishing if or not children will engage in education. The respondents were also asked whether the location of school influences the pupil's

retention rate, the answer was 93% yes and 7% no, implying that the location of a school influences the pupil's retention rate. The respondents who said yes to this question had their brief explanation as learners who come from far and fare can basically become the most costly factor of education. This extra expense is something that many families cannot cope with on a daily basis and was the cause of low retention rate. The question of, are the respondents aware of any policy guidelines in the education of the pupils in relation to their retention in the school, and the answer was 73% yes and 27% no, meaning that most of the participants were cognizant of policy guidelines in the education of the pupils in relation to their retention in the school. Respondents who said yes to this question had their brief explanation as that they are interested in policy guidelines since they enable them discharge their teaching profession within the framework, and are always in close contact with the authority to brief them on the same. Finally, the respondents were also asked to indicate whether there are other factors that influence the pupil's retention rate in the school, and the answer was 56% yes and 44% no, meaning that several respondents had no idea of any other factors that influence the pupil's retention rate in their school.

4.3.3: Pupils retention factors

4.3.3.1: Family background

The respondents were asked to indicate their opinion on what they consider to be elements influencing the pupils rate of retention in public primary school within the division of Hindi in the sub county of Lamu West.

Table 4.2:

Family background

Response	Frequency	Valid Percent	Cumulative Percent
Not serious	0	0	0.00
Less serious	22	13.8	13.8
Moderate	33	20.7	34.5
Serious	56	34.5	69.0
Most serious	51	31.0	100.0
Total	162	100.0	100.0

Source: Research data (2019)

The results shown in table 4.2, 0% of the respondents indicated not serious, 13.8% indicated less serious, 20.7% indicated moderate, 34.5% indicated serious, while 31.0% indicated most serious. This shows that most of the participants agreed that the background of the family contribute to the level of pupil's retention rate within public primary institutions in the division of Hindi sub county of Lamu West. These findings are in agreements with Outage (2004) cited in Wairimu (2017) who established more children in a household of limited pay results in over populating the home resulting in detrimental behavior. Wairimu additionally stated that parents in over populated households in impoverished tenements are unable to safeguard or oversee their children as required. Otunge (2004) argues that large sized households are very much related with the drawbacks of economy and society. Large sized households hinder the parental engagement in the academic wellbeing of every child. This results to limited engagement of children in activities of learning and may finally result to dropping out.

With reference to education a survey by Ngau (1991) focusing on repetition of classes and dropping out of school within primary schools in Kenya divulged that the education level

of the parents is essential in supporting the education of the children. Destitute parents who happen to be ill-educated are underprivileged either double or triple. In as much as the parent try to offer their children with the best education, the preference is to survive because the household lacks actual and sufficient shelter, food and medical care. Onyango (2000) argues that parents who are well educated cherish the usefulness of education as compared to less educated ones. In this incident, parents who are educated are capable of helping their children’s advancement either morally or materially.

4.3.3.2: Learning environment

The participants were requested to provide their perspective on to what extent learning environment factor is influencing pupil’s rate of retention in public primary schools within the division of Hindi in the sub county of Lamu west.

Table 4.3:

Learning Environment

Response	Frequency	Valid Percent	Cumulative Percent
Not serious	0	0	0.0
Small extent	22	13.8	13.8
To some extent	39	24.1	37.9
To a high extent	84	51.7	89.7
To a very high extent	17	10.3	100.0
Total	162	100.0	

The study outcome depicted on table 4.3, 0% of the participants divulged not serious, 13.8% indicated to a small extent, 24.1% indicated to some extent, 51.7% indicated high extent, while 10.3% indicated a very high extent. This implies that most of the participants agreed that learning environment contributes to high level of pupil’s retention rate in public

primary schools within the division of Hindi in sub county of Lamu West. This concurs with the findings of Orodho (2005), who in a survey on Kenya’s education engagement and access divulged that the physical institutions and materials for education are very essential to learning of students.

FPE, for example, has overburdened the structures, congested classes, made textbooks and desks to be inadequate. Most of the times there are inadequate learning material, teaching material, maps, charts and books. In other instances, the learning material are not friendly to the learners because they have been filled with stereotypical content and at times biased to gender. The learning quality is therefore affected and at time demoralizes the learners (Milinyi & Omari, 1998)

4.3.3.3: Social factors

The respondents were asked to indicate their opinion on to what extent social factors are influencing pupils rate of retention in public primary institutions within the division of Hindi in the county of Lamu West.

Table 4.4:

Social factors

Response	Frequency	Valid Percent	Cumulative Percent
Not serious	0	0	0.0
small extent	0	0	0.0
To some extent	33	24.1	24.1
To a high extent	22	20.7	44.8
To a very high extent	177	55.2	100.0
Total	162	100.0	

Source: Researcher, (2019)

The finding is divulged in table 4.4, 0% of the participants stipulated not serious, 0.0% indicated small extent, 24.1% indicated to some extent, 20.7% indicated to a high extent, while 55.2% indicated to a very high extent. This exhibits that majority of the participants agreed that social factors contribute to the level of pupils rate of retention public O level institutions in the division of Hindi within the sub county of Lamu West. This result agrees with the results of (Chacha, 2012) who in the investigation explored elements such as retention, transition and access to various levels of education by girls within Gwasi. He noted that individual traits, school distance, networks of family and household duties revert the need to retain girls along the education levels.

Similarly, Nagu (2012) in her survey conducted in the district of Homa Bay concentrated on the communities residing within the lake area and concentrated on how elements of culture and society are influencing academic accomplishment of girls. It determined that the tally of girls maintained in learning institutions goes down as they age. By the time they reach 15 years, a lot of them have dropped out of learning institutions to be married off, catering for orphan siblings due to HIV/AIDS or agreeing that their brother be catered for by attending school.

Poghisio (2012) in a survey conducted in West Pokot in regards to the dimensions of culture and society in relation to below par learning results. He posits that in Kenya, the minority community would continue suffering if measures were not put in place to eradicate cultural practices of the past including marriage of children and retrogressive rituals that have hindered girls from being in school.

The matter is vital because new evidence shows that removing of school fee in public primary school has not worked in attaining global primary education (farrant, 2015). In the

district of Tana Delta, there is low rate of retention yet its not been easy to understand what actually happens to the girls, because only a small number of them finish secondary learning (Alexander et al. (1997). Resonating these sentiments, Aziz (2012) in a survey conducted within the district of Pemba in the coastal province of Kwale, focused on the challenges of academic that are being experienced within the area. She expressed that because of the scourge of poverty, a number of girls stay away from school to carter for their livelihood. Additionally she noted that when the family was experiencing hard times, education is considered a luxury managed by the rich, yet the needy retreat to urgent survival mode, the outcome being the society experiencing a wider gap in disparity.

4.3.3.4: Education Acts and regulations

The respondents were asked to indicate their opinion on to what extent Education Acts and regulations factor are influencing the pupils rate of retention in the division of Hindi in the sub county of Lamu West.

Table 4.5:

Education Acts and regulation

Response	Frequency	Valid Percent	Cumulative Percent
Not serious	0	0	0.0
small extent	0	0	0.0
To some extent	19	6.9	6.9
To a high extent	33	13.8	20.7
To a very high extent	110	79.3	100.0
Total	162	100.0	

Source: Research data (2019)

In accordance with outcome shown in table 4.5, 0% of the participants indicated not serious, 0.0% indicated small extent, 6.9% indicated to some extent, 13.8% indicated to a high extent, while 79.3% indicated to a very high extent. This shows that majority of the respondents agreed that Education Acts and regulations factor contribute to the level of pupil's rate of retention within O level institutions in the division of Hindi, sub county of Lamu West. This finding is in agreements with the findings of Amina (2009) who cites that the Act of educational financing issues, as being vital in the girls rate of transition within the various education levels in many areas of the globe is established to be more vital in the Kenyan areas of the coast where young girls drop out of school to make easy money provided by tourists.

Kemonde (2006) indicated in a survey carried in Abijan focusing on the transition of young girls within the education levels, showed that it was ordinary to see young girls targeting Nigerian men working in the mines. This was due to inability by the parents to provide financial requirements to their daughters in school, so they resorted to commercial sex work.

4.3.3.5: Pupils retention factors in terms of mean and standard. Deviation

The study inquired on the level of seriousness on factors (Family background, Learning environment, Social culture and Education Act and regulations) affecting pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu West.

Table 4.6:

Pupil's retention factors in terms of mean and std. deviation

Retention factors	N	Mean	Std. Deviation
Family background	162	3.80	1.039
Learning environment	162	3.79	.967
Social culture	162	4.01	.750
Education Act and regulations	162	4.32	.491

Source: Research data (2019)

The result in table 4.6 shows that most participants stipulated Family background, learning environment, Social culture and Education Act and regulations seriously influence the pupil's retention rate. The results indicated scores above the mean with the factors on Family background scoring a mean of 3.80, Learning environment a mean of 3.79, Social culture a mean of 4.01 and Education Act and regulations is scoring a mean of 4.32. This means that stakeholders should get concerned and review these factors for the purpose of incorporating them in the school policies and guidelines regarding pupil's retention. This finding agrees with Oduma (Ochieng',2015)

(2012), asserted from his survey carried out in Sirare on elements influencing the pupils who drop out from school within public primary schools. According to Oduma, because girls were unable to get adequate financial support to sustain them in learning institutions, they were normally engaging in contraband smuggling across the Kenyan border with Tanzania. This practice which was loved by the girls was exposing them to a menacing behavior putting them at logger head with officials enforcing the law. Also leading them to an attitude that doesn't care much resulting in immoral conduct. In academics, the rate of transition continuous to be important in developing a countries educational targets

particularly where the goals influence the engagement of vital mass of a countries population being women. Noting from this study, of the challenges facing girls while transitioning to higher learning, Owuoth (2010) opined that girls generally need a lot of finances naturally and it is important that such requirements meeting for them to be maintained in learning institutions for an extended period to attain the goals of the country related to education.

4.3.3.6: Family background factors in terms of frequencies

The participants were requested to provide their opinion on, to what extent the Level of education of the parent's factor is affecting the pupils rate of retention in public primary school within the division of Hindi in the sub county of Lamu West.

The participants were requested to outline their sentiments on, to what extent the Level of education of parent's factor affecting the pupils rate of retention in public primary schools within the division of Hindi and sub county of Lamu West. And in relation to the outlined outcome in table 4.7, none of the participants expressed not serious, none specified as small extent, 13.8% indicated to some extent, and 10.3%

Table 4.7:
Level of education of parents

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	0	0	0	0.0
To some extent	22	13.8	13.8	13.8
To a high extent	17	10.3	10.3	24.1
To a very high extent	123	75.9	75.9	100.0
Total	162	100.0	100.0	

Source: Research data (2019)

Indicated to a high extent, while 75.9% indicated to a very high extent. This shows that majority of the participants agreed that the Level of education of parent's factor contribute to the level of pupil's retention rate within public primary institutions within the division of Hindi in the sub county of Lamu West.

Table 4.8:
Gender of children in family

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	0	0	0	0.0
To some extent	0	0	0	0.0
To a high extent	17	6.9	6.9	6.9
To a very high extent	145	93.1	93.1	100.0
Total	162	100.0	100.0	

Source: Research data (2019)

The participants were requested to indicate their opinion on to what extent the Gender of children in family factor is influencing pupils rate of retention in public primary institutions within the division of Hindi in the sub county of Lamu West. And in accordance with the outcome in table 4.8, none of the participants noted not serious, none indicated small extent, none indicated to some extent, 6.9% indicated to a high extent, while 93.1% indicated to a very high extent. This shows that majority of the participants agreed that Gender of children in a family factor contribute to the level of pupil’s retention rate in public primary institutions within the division of Hindi in the suc county of Lamu West.

4.3.3.3.7: Economic background of the family

The respondents were asked to indicate their opinion on to what extent Economic background of the family factor is influencing pupils rate of retention in O level learning institutions in the division of Hindi in the sub county of Lamu West.

Table 4.9:

Economic background of the family

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	0	0	0	0.0
To some extent	0	0	0	0.0
To a high extent	123	75.9	75.9	75.9
To a very high extent	39	24.1	24.1	100.0
Total	162	100.0	100.0	

Source: Research data (2019)

The outcome shown in table 4.9, indicates that none of the participants opined not serious, none indicated small extent, there was nothing to indicate to some extent, 75.9% indicated

to a high extent, while 24.1% indicated to a very high extent. This shows that majority of the participation agreed that Economic background of the family factor contribute to the level of pupil's retention rate within O level institutions in the division of Hindi in the sub county of Lamu West.

Table 4.10:

Aspiration of the family

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	0	0	0	0.0
To some extent	16	6.9	6.9	6.9
To a high extent	33	13.8	13.8	20.7
To a very high extent	113	79.3	79.3	100.0
Total	162	100.0	100.0	

Source: Research data (2019)

The participants were asked to indicate their opinion on to what extent Aspiration of the family factor is influencing pupils rate of retention in public primary institutions within the division of Hindi in the sub county of Lamu west. And in relation to outcome shown in table 4.10, none of the participants indicated not serious, none of the respondent indicated small extent, 6.9 % indicated to some extent, 13.8% indicated to a high extent, while 79.3% indicated to a very high extent. This shows that majority of the participants agreed that Aspiration of the family factor contribute to the level of pupil's retention rate in the division of Hindi in public primary institution in the sub county of Lamu West.

4.3.3.3.8: Family background

The study requested the participants on their perception of the level of background of the family, elements including parents education level, children's gender, background of economics within the family and ambitions of the family affects pupils rate of retention in O level institutions school in the division of Hindi in the sub county of Lamu West.

Table 4.11:

Family background

Statements	N	Mean	Std. Deviation
Level of education of parents	162	3.22	.828
Gender of children in family	162	3.86	.716
Economic background of the family	162	4.14	.415
Aspiration of the family	162	4.61	.494

The outcome in table 4.11 showed that most participants scribed that background of the family affects pupils rate of retention in public primary institutions in the division of Hindi in the sub county of Lamu West to a great extent. The results indicated scores above, the mean with the aspect of Level of education of parents scoring a mean of 3.22, Gender of children in family, a mean of 3.86, Economic background of the family scoring a mean of 4.14 and Aspiration of the family scoring a mean of 4.61. This implies that family background affects pupils rate of retention in public primary school within the division of Hindi in the sub county of Lamu East to a great extent. This outcome is similar with Aossa's (2012) who discovered that several homesteads experiencing a status of economy and social life that is low experience their kids prematurely leave learning institutions yet

children from educated and privileged homes are able to undergo school programs conquering all barriers as they strive to succeed.

This study also agrees with Wairimu, (2017), in her study who made a general observation that; parents influenced education of their children and that majority of male parents were reported to be irresponsible as a result of indulging in illicit brews. There were also single parents who were not able to provide their children with basic needs. Orotho (2014) research on factors that influence the retention rate of pupils in schools revealed several factors that influenced the retention rate which included the first rituals that hindered ordinary school and attendance in class, the perception of parents which sometimes defeatist to education, the responsibility of community and local labour which was too much for most children leaving them to be so much tired and without dedication to class activities and finally destitution which badly affected girls education as a result, the passing away of a parent exposed the girl child with lack of financial support leaving them to rely on well-wishers or guardians.

4.4: Learning environment

The respondents were asked to indicate their opinion on to what extent Availability of Textbooks/Teaching Aids parent's factor is affecting the pupils rate of retention in public primary institutions within the division of Hindi in the sub county of Lamu West.

Table 4.12:***Availability of Textbooks/ Teaching Aids/Factors***

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	16	6.9	6.9	6.9
To some extent	34	20.7	20.7	27.6
To a high extent	9	3.4	3.4	31.0
To a very high extent	103	69.0	69.0	100.0
Total	162	100.0	100.0	100.0

Source: Research data (2019)

The outcome shown in table 4.12, indicates that none of the participants indicated not serious, 6.9% indicated to a small extent, 20.7% indicated to some extent, 3.4% indicated to a high extent, while 69.0% indicated to a very high extent. This shows that majority of the respondents agreed that Availability of Textbooks/Teaching Aids / factor contribute to the level of pupil's retention rate in public primary institutions within the division of Hindi in the sub county of Lamu West.

4.4.1: Clubs and Social facilities around the school

The participants were requested to divulge their perspective on to what extent Clubs and Social facilities around the school are influencing the pupil's rate of retention in public primary school within the division of Hindi in the sub county of Lamu West.

Table 4.13:***Clubs and Social facilities around the school***

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	6	3.4	3.4	3.4
small extent	13	6.9	6.9	10.3
To some extent	22	13.8	13.8	24.1
To a high extent	115	72.4	72.4	96.6
To a very high extent	6	3.4	3.4	100.0
Total	162	100.0	100.0	100.0

Source: Research data (2019)

The results shown in table 4.13, indicate that 3.4% of the participants indicated not serious, 6.9% indicated to a small extent, 13.8% indicated to some extent, 72.4% indicated to a high extent, while 3.4% indicated to a very high extent. This shows that majority of the respondents agreed that Clubs and Social facilities around the school contribute to the level of pupil's retention rate in public primary institutions within the division of Hindi in the sub county of Lamu West.

4.4.2: Gender of children in family

The participants were requested to indicate their perspective on to what extent Gender of children in family is influencing the pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu West.

Table 4.14:

Gender of children in family

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	6	3.4	3.4	3.4
small extent	6	3.4	3.4	6.9
To some extent	22	13.8	13.8	20.7
To a high extent	13	6.9	6.9	27.6
To a very high extent	115	72.4	72.4	100.0
Total	162	100.0	100.0	

Source: Research data (2019)

The outcome shown in table 4.14, indicates that 3.4% of the participants showed it was not serious, 3.4% opined small extent, 13.8% opined to some extent, 6.9% indicated to a high extent, while 72.4% indicated to a very high extent. This shows that majority of the respondents agreed that Gender of children contribute to the level of pupil's retention rate primary schools that were public within the division of Hindi in the sub county of Lamu West.

4.4.3: Achievement level

The respondents were asked to indicate their opinion on to what extent Achievement level factor is affecting the pupils rate of retention in public primary schools in the division of Hindi in the sub county of Lamu West.

Table 4.15:

Achievement level

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	17	10.3	10.3	10.3
To some extent	13	6.9	6.9	17.2
To a high extent	110	55.2	55.2	72.4
To a very high extent	22	27.6	27.6	100.0
Total	162	100.0	100.0	

Source: Research data (2019)

The outcome shown in table 4.15, indicates that none of the participants indicated not serious, 10.3% indicated small extent, 6.9% indicated to some extent, 55.2% indicated to a high extent, while 27.6% indicated to a very high extent. This shows that majority of the respondents agreed that Achievement level contribute to the level of pupil's retention rate in public primary institutions within the division of Hindi in the sub county of Lamu West.

4.4.4: Learning environment

The study enquired about the respondents perspective on the level surrounding the learning climate elements including availability of teaching aids/text book/parents, Clubs and recreational structures around the school, Gender of children in family and Achievement level affect pupils rate of retention in public learning institutions within the division of Hindi in the sub county of lamu west.

Table 4.16:***Learning Environment***

Statements	N	Mean	Std. Deviation
Availability of Textbooks/Teaching Aids /parents	162	4.37	.945
Clubs And Social facilities around the school	162	3.46	.994
Gender of children in family	162	4.10	.886
Achievement level	162	4.00	.877

Source: Researcher, (2019)

The outcome divulged that most participants indicated that learning environment affects public primary institutions within the division of Hindi in the sub county of Lamu West to a great extent. The results indicated scores above the mean with aspect of Availability of Textbooks/Teaching Aids /parents scoring a mean of 4.37, Clubs and Social facilities around the school score a mean of 3.46, Gender of children in family scoring a mean of 4.10 and Achievement level scoring a mean of 4.00. This implies that learning environment affects pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu West to a great extent.

This result concurs with Muthoni, (2014) who found that factors such as classroom dynamics, for instance, poor methods of delivery, inefficient teaching, lack of proper qualifications for some teachers handling special needs kids in the integrated programs, lack of knowledge of the subject matter and lack of commitment of teachers affect pupils rate of retention within public primary schools. Such factors made learners lose interest in learning. These sentiments were also echoed by Lloyed at.al, (2000) who found and concluded that motivation is a prominent concern in all learning institutions.

Involvement in relation to productive academic results include performance and tenacity in school. Motivation is greater in class through the reinforcement of peers and educators since a lot of the learners remove themselves from involvement in regards to their behavior problems in which they eventually lead to dropout.

4.4.5: Social culture

The respondents were asked to indicate their opinion on to what extent Social – cultural practices factor is affecting the pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu west.

Table 4.17:

Social – cultural practices

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	0	0	0	0.0
To some extent	34	20.7	20.7	20.7
To a high extent	78	48.3	48.3	69.0
To a very high extent	50	31.0	31.0	100.0
Total	162	100.0	100.0	100.0

Source: Research data (2019)

The results shown in table 4.17, indicate that none of the participant’s indicated not serious, none indicated small extent, 20.7% indicated to some extent, 48.3% indicated to a high extent, while 31.0% indicated to a very high extent. This shows that majority of the respondents agreed that Social – cultural practices contribute to the level of pupil’s retention rate in public primary schools within the division of Hindi in the sub county of Lamu West.

4.4.6: Roles of social-cultural practices

The participants were requested to provide a perspective on to what extent Roles of social-cultural practices are influenced by the pupils rate of retention in public primary school within the division of Hindi in the sub county of Lamu West.

Table 4.18:

Roles of social-cultural practices

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	6	3.4	3.4	3.4
To some extent	21	20.7	20.7	24.1
To a high extent	13	6.9	6.9	31.0
To a very high extent	122	69.0	69.0	100.0
Total	162	100.0	100.0	100.0

Source: Research data (2019)

In regards to the outcome shown in table 4.18, 0% of the participants indicated not serious, 3.4% indicated small extent, 20.7% indicated to some extent, 6.9% indicated to a high extent, while 69.0% indicated to a very high extent. This shows that majority of the respondents agreed that Roles of social-cultural practices contribute to the level of pupil's retention rate in public O level institutions within the division of Hindi in the sub county of Lamu West.

4.4.7: Relevancy to learning to the society

The participants were requested to show their opinion on to what extent Relevancy to learning of the society is influencing the pupil's rate of retention within the division of Hindi in the sub county of Lamu West.

Table 4.19:

Relevancy of learning to the society

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	6	3.4	3.4	3.4
To some extent	15	17.2	17.2	20.7
To a high extent	17	10.3	10.3	31.0
To a very high extent	124	69.0	69.0	100.0
Total	162	100.0	100.0	?

Source: Research data (2019)

And in regards to the outcome outlined in table 4.19, 0% of the participants chose not serious, 3.4% indicated small extent, 17.2% indicated to some extent, 10.3% indicated to a high extent, while 69.0% indicated to a very high extent. This shows that majority of the respondents agreed that Relevancy of learning to the society contribute to the level of pupil's retention rate in public O level institutions within the division of Hindi in the sub county of Lamu West.

4.4.8: Number of children in family

The respondents were asked to indicate their opinion on to what extent Number of children in a family affect the pupils rate of retention in public O level institutions within the division of Hindi in the sub county of lamu West.

Table 4.20

Number of children in family

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not serious	0	0	0	0.0
small extent	0	0	0	0.0
To some extent	17	10.3	10.3	10.3
To a high extent	6	3.4	3.4	13.8
To a very high extent	139	86.2	86.2	100.0
Total	162	100.0	100.0	?

Source: Research data (2019)

The outcome shown in table 4.20, none of the participants indicated not serious, nobody indicated small extent, 10.3% indicated to some extent, 3.4% indicated to a high extent, while 86.2% indicated to a very high extent. This shows that majority of the respondents agreed that Number of children in the family contribute to the level of pupil's retention rate in public O level institutions within the division of Hindi in the sub county of Lamu West.

The study asked the participants perception on the level of aspects of culture and society including cultural and social norms, responsibilities of cultural and social norms, significance of pedagogy to the community and Number of children in family affect level of pupil’s retention rate in public O level institutions within the division of Hindi in the sub county of Lamu West.

Table 4.21:

Social culture

Social culture	N	Mean	Std. Deviation
Social – cultural practices	162	4.18	.729
Roles of social-cultural practices	162	4.43	.646
Relevancy to learning to the society	162	4.15	.710
Number of children in family	162	3.56	.836

Source: Research data (2019)

The results showed that majority of the respondents indicated that Social culture affects level of pupil’s retention rate in public O level institutions within the division of Hindi in the sub county of Lamu West to a great extent. The results also indicated scores above the mean with aspect of Social –cultural practices scoring a mean of 4.18, Roles of social-cultural practices scoring a mean of 4.43, Relevancy to learning to the society scoring a mean of 4.15 and Number of children in family scoring a mean of 3.56. This implies that Social culture affects level of pupil’s retention rate in public O level institutions within the division of Hindi in the sub county of Lamu West to a great extent. The result is in line with Ochieng’ (2015) having noted that majority of the traditional norms often found among communities were related to activities of education thus could considerably attract pupils away from the education centers.

Aspects of the society and culture of the society establishes the education desires of that society and the gains placed on education rightly relates to the level at which the two tenets conform (Hardy, 2015). Provided the cultural and societal dimensions of different communities varies in distinct constants, degree of inequality are also noticeable in academic areas. It is broadly noticed that aspects of culture and society within many communities in Africa are mostly disfavoring women even within the sphere of education, this has mostly led to girls transitioning at low levels in education (Tawa, 2004). Auralia (2008) based his survey on elements that were influencing girl's rate of dropping out in Australia's Aborigines. He noted that aspects of culture within the community were still conventional in perspective that girls were being perceived as maids in the house responsible for home chores, yet males could venture into new activities including education. Additionally he observed that within the social surrounding, it was less likely to observe a woman undertaking key roles in the community, though if observed, that would be about taking care of the young. Nancy (2002) observed how issues of culture and society can alter academic strides of a society. Having closely worked with African communities to eradicate genital mutilation among women, he observed that communities known for practicing FGM showed high rates of girls dropping out of school after the rite. This was because the community considered them to be adults therefore no need for education and ripe for marriage. Ondalo (2011) observed that it was normal to see majority of the girls in lower primary but with time see the numbers reducing drastically. This indicated a worrying trend: retention from public primary schools within the district of Kuria determined that girls were being maintained in school as they await time for marriage.

This was regardless of how mature they looked or the education level, but about how fast they could be married off. It implies that a people's culture plays a considerable role to play in determining how long it takes for a girl to be schooled and thus it becomes the biggest obstacle in registering a high rate of transition among girls in their education journey in Kuria sub-county. Because several other traditional norms are still conventional and discriminatory against girls, they end up being disadvantageous thus victimizing the girls yet boys can explore emerging ways. Asalo (2006) observes in an investigation focusing on how in the district of Rongo, the parameters of culture and society are influencing their academic advancement. He noted that a number of these communities in the rural setup perceive girls as people who take care of homes and hence need not be exposed to thorough educational achievement to begin competing with men. In relation to the marriage aspect, a number of educated men also favor wives who are less educated to minimize contest in the family and in instances where the wives are more educated, such happens to be financed by their spouses as a tactic of making the wife submissive. According to Oguta (2005) having surveyed reasons behind disparity in education among couples, noted that cultural norms and the society have a lot of influence. Additionally, even when the rate of girl's transition is staggering, culture was found to have contributed considerably. Currently in the world, the society is continuously becoming dynamic in all aspects of life. The fact that culture is still bogging the academic progress of girls is something that need to be done away with to provide for equitable competition of the sexes to achieve development that is sustainable (Abaa, 2006). According to her observation, colleges and universities are continually establishing that so many women are pursuing advance

education yet most of these women are widows or not yet married. The observation implies that the biggest catalyst of the problem brought by cultural practices and social norms happen to be male. While women who are deviating from these norms and going on to gain from the fruits of higher education. Njeri (2009) conducted an investigation on the district of Trans-Mara delving on how factors of culture and society were influencing the local status of the economy. She noted that considerable change in the standard of living within the people influenced people to pursue education and acquire life skills. Additionally she noted that because of the norms of culture and outdated rites, women were not finding it easy to enhance their quality of life because a number of them barely advanced past primary school level. Similarly, Owano (2011) indicated that within communities where ties of culture and society were strong, females still experienced discrimination to a point where they were perceived as being brought up for marriage from an early age, an element that contributes to the low levels of transition in several public schools.

Girls challenges related to retention in schools is considered to be mostly social in perspective compared to other aspects. It is because it ordinarily derails females away from schooling as influenced by boys and other men who are older to engage in sexual engagements that result in dropping out (Kigoth, 2013). Her indications were that girls were still being perceived as sexual objects something that resulted in educated men lavishly treating less educated women, as long as the women were attractive. In her study conducted in the district of Bomet considering a number of primary schools. He focused on continuous challenges facing girls. Kigoth (2013) noted that, the traditional norms in majority of communities in Africa were subjective to females as they mostly

discriminated against them hence denying girls the chance for schooling. She listed the matters of cultural and societal elements to be considered to enable girls to be free to contest with boys such as property acquisition, family responsibilities, backward traditional norms and early marriage.

4.5 Causes of low retention rate/dropouts reported by parents- socio-economic factors

The researcher interviewed forty-one parents who reported that they knew of parents whose children dropped out of school. These parents gave socio-economic factors which include lack of money to pay for charges thrust by learning institutions such as “fee for teachers” and that for exams, single parenthood together with an elevated cost of life, relocation caused by search for employment, orphanage as a result of HIV/AIDS, ignorance and negative attitudes towards education and young parents who lack control over their children. The following were identified as the elements of economy and society that result in a below par retention rate of pupils in the County:

Marital Status

Single parenthood is a common feature in today’s families. Around 20% of parents in the county are separated or divorced. Parents, especially, fathers have become irresponsible neglecting their children. Some fathers are drunkards and abuse drugs; this normally results into conflicts in the family forcing the mother to move away with the children. These children might not be enrolled back to school. Their school appearance also become unreliable and may finally leave school prematurely. Additionally parents like that are unable to carter for the needs of their kids.

Education level of the parents

Since most of the parents are illiterate they end up adding very little in terms of educating their children. They don't focus on their achievement or behavior of their children. The children are left at the mercy of the state or teachers.

Economic Activities in the Sub-County

The level of poverty is high, the sub county is better placed in terms of resources yet parents who are not educated nor responsible are unable to make use of them. Young boys particularly are engaged in early labour to meet their own personal needs because most of them are undereducated, thus have no job to earn a living.

4.5.1: Socio-cultural factors

The parents who were interviewed gave mixed socio-cultural factors that could have led to pupils dropping out of school, hence low retention rate. These factors include joining Al-Shabaab which make boys in upper classes the main victims, teenage pregnancy, child labour, divorce and separation, and negative attitude towards education by especially young uneducated parents.

Parents reported that the community needed to own the school and support the school administration and avoid petty politics in education. The parents should also campaign for more education and motivate the pupils and teachers. They should also support disadvantaged families', HIV/AIDS orphans and reporting to the relevant authorities" errant pupils in order to provide the necessary assistance.

Asked what the government could do to improve on retention rate, most of the parents responded that the state should reinforce the already developed guidelines and processes e.g. canning and manual punishment, extra, tuition, repetition, other hidden charges such

as motivation fee and free primary education, improve infrastructure like roads and electricity some public are not accessible, making pupils walk for every long distance, pacification, employment of adequate teachers, provision of adequate instructional materials and increase FPE funds.

Asked on what parents could do to improve on retention rate, the parents responded that parents should make sure that their kids attend classes, provide learners with individual requirements, provide better learning surrounding in their homestead, participate in activities within the school, meet the obligation in terms of finances in instances where the state hasn't, and support the schools is sustaining good conduct. The head teachers should implement government policies on education, tightly embrace the policies of the state regarding education which emphasizes on enhancing completion, retention and access to basic education, and solicit support on improvement of the school from well-wishers, offer good leadership and have good public relation, provide conducive learning environment for both learners and teachers, enhance discipline and be reflective teachers.

The parents also reported measures that teachers could do to improve on retention rate and these include, be role models, teach effectively, enhance discipline, and deal with the students professionally, adherence to government policies and guide and counsel pupils.

Further, parents reported the society need to market the learning institutions and offers structures, safeguard the institutions from eternal aggression and also associate itself with the school for example, by using the school facilities. Finally, pupils should be obedient and have self-discipline should encourage each other through peer counseling adhere to school rules and regulations, be eager to learn, build self-motivation and work very hard.

4.5.2: Pupils responses during discussion

The one hundred pupils who had a discussion with this researcher on why pupils drop out of school cited the socio-cultural factors which included unwanted pregnancy, orphanage due to HIV/AIDS and drunken parents. Some of the socio-economic factors that lead to low retention in the county include cultural practices. In addition, proscribed sects like al-Shabaab normally recruit boys in primary schools who consequently drop out of school. Teenage pregnancies as well as girls who are cheated by young men working as Bodaboda drivers also lead to dropouts. In addition, the parents supposed that the state required to offer adequate FPE funds and supply of textbooks in good time in order to enhance audit of school funds. They further stressed the need for the government to employ more teachers. Enhance supervision for quality education.

4.6: Regression Analysis

To determine the level of pupils retention in public primary institutions within the division of Hindi in the sub county of Lamu West, a multiple regression analysis was conducted. The following regression model was developed to represent the relationship between the dependent (Retention rate of pupils) and independent variables (Family background, learning environment and social culture).

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon, \text{ Where}$$

Y is the dependent variable which is Retention rate of pupils

The three independent variables are as follows:

X_1 – Family background

X_2 – Learning environment

X_3 – Social culture

β - Regression coefficient

β_0 – (constant) is the point of intercept with Y-axis

ϵ - Standard error

4.7: Model Summary.

A shown in model summary table 4.5, R is given as 0.911 which is an estimate of the expected increase in pupils rate of retention in public primary school within the division of Hindi in the sub county of Lamu West to an increase in background of the family, environment of learning and culture of the society (independent variables). The three constant variables utilized in this survey explicate 82.9% of the pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu West as depicted by R Square. This consequently means that other elements not considered in this survey subscribed to 17.1% of the pupils rate of retention in public primary school in the division of Hindi within the sub county of Lamu West. Consequently, the survey needs to be carried out to enquire the other elements (17.1 %) that affects the pupils rate of retention in O levels learning institutions in the division of Hindi within the sub county of Lamu West.

Table 4.22:

Model Summary.

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
	.911	.829	.809	.248

a. Predictors: (Constant), Family background, learning environment and societal culture

Source: Research data (2017).

4.7.1: Coefficient.

An assessment based on multiple regression was administered so as to establish the relationship linking the dependent variable (Retention rate of pupils) and the three

independent variables (background of family, environment of learning and culture of the society).

In accordance with the tables generated by SPSS, the equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$,) becomes: $Y = 0.490 + 0.517X_1 + 0.222X_2 + 0.401X_3$. The above stated regression equation has determined that considering all the elements into account (Family background, learning environment and societal culture) constant at zero, Retention rate of pupils will be 0.490. The outcome furnished also shows that considering all the constant variables at zero, a rise in the unit within family background will result in an increase of 0.517 in the pupils rate of retention in the division of Hindi in the sub county of Lamu West; a rise in a unit in learning environment will result in an increase of 0.222 in the retention rate of pupils within public primary institutions in Hindi division, Lamu west sub-county and a unit increase of societal culture will result in an increase of 0.401 in the rate of pupils retention in public primary institutions in the division of Hindi in the sub county of Lamu West. The regression model was performed at 95% level of confidence and 5% level of significant, and as shown in table 4.7 family background had a p-value= 0.000 level of significance; learning environment showed a p-value=0.037 level of significance and societal culture) showed a p-value=0.002 level of significance. This shows that all the variables were positively significant because p-value <0.05.

Table 4.23:
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std Error	Beta		
(Constant)	490	.597		-822	.419
Family background	.517	.074	.662	6.993	.000
Learning environment	.222	.101	.202	2.205	.037
Social culture	.401	.113	.308	3.551	.002

a. Dependent Variable: Retention rate of pupils
Source: Research data (2019).

4.8: Discussion.

Regarding the response rate, the dispensed questionnaires were provided to 132 participants. Out of these 120 respondents were the number of questionnaires that were completed and successfully brought back for evaluation. This implies that the rate of getting feedback was 91%. The outcome in figure 4.1 pages 24 manifests that the head teachers teaching and managing the schools are all highly educated, majority having gotten university education and or even more. This is due to the 54% who have achieved university education, 14 % are postgraduates (Masters & PhD) while 32% are holding tertiary college.

Respondents' period of continuous service with the school as a principal showed that 21.70% of the school head teachers have experience work for a period of 5 years or less, while about 43.50% have had a continuous service with the school for 6-15 years,

19.60% have had a continuous service with the school for 15-20 years while 15.20% have had a continuous service with the school for about twenty years. This indicates that a sizeable quantity of school head teachers have reasonable period of continuous service with the school and have been able to answer questions relating to the pupils rate of retention in public primary institution within the division of Hindi in the sub county of Lamu West.

Further the participants were requested to provide perception on Retention rate factors and as shown in figure 4.4 page 41 the question of, does the education level of parents/community influence the pupil's retention rate in your school? 89% said yes and 11% said no, meaning that the education level of the parents/community influence the pupil's retention rate in the school. For those respondents who said yes to the question, their brief explanation was that parents/community's level of education is a significant elements in establishing if or not kids will go to school. The question of, does the attitude of the parents/community influence the pupil's retention rate in your school? Results showed 92% said yes and 8% said no meaning that the attitude of the parents/community influence the pupil's retention rate in the school. For those respondents who said yes to this question had their brief explanation that parents lack control over their children, parent's perceptions are an essential element in establishing if the children will show up in school or not. The respondents were also asked the question of does the location of school influence the pupil's retention rate and the answer was 93% yes and 7% no implying that the location of school influences the pupil's retention rate.

In addition, the study also sought to know from the respondents on the extent Family background aspects such as the level of education of parents, Gender of children in family, Economic background of the family and Aspiration of the family affect the pupils rate of retention in public primary learning institutions in the division of Hindi in the sub county of Lamu West. The results showed that most of the participants showed that most of the participant's family background affects pupils rate of retention in public primary learning institutions in the division of Hindi in the sub county of Lamu West to a great extent. The results indicated scores above mean with the aspect of Level of education of parents scoring a mean of 3.22, Gender of children in family a mean of 3.86, Economic background of the family scoring a mean of 4.14 and Aspiration of the family scoring a mean of 4.61.

The study also endeavoured to know from the participants opinion on the extent of the aspects of learning surrounding such as teaching material, textbooks availability/parents, Clubs and Social facilities around the school, Gender of children in family and Achievement level effects of pupils rate of retention in public primary institutions in the division of Hindi in the sub county of Lamu. The outcomes divulges that most of the participants indicated that learning environment affects pupils rate of retention in public primary learning institutions in the division of Hindi in the sub county of Lamu West to a great extent. The results indicated scores above mean with an aspect of Availability of Textbooks/Teaching Aids /parents scoring the mean of 4.37, Clubs and Social facilities around the school score a mean of 3.46, Gender of

children in family scoring a mean of 4.10 and Achievement level scoring a mean of 4.00.

Further the study sought to know the opinion respondents on the extent Social culture aspects such as Social – cultural practices, Roles of social-cultural practices, Relevancy to learning to the society and Number of children in family affects pupils rate of retention in public primary institutions in the division of Hindi in the sub county of Lamu West. The outcome divulges that most of the participants indicated that the Social culture affects public primary institutions in the division of Hindi in the sub county of Lamu West. to a great extent. The results also indicated scores above the mean with aspect of Social – cultural practices scoring a mean of 4.18, Roles of social-cultural practices scoring a mean of 4.43, Relevancy to learning to the society scoring a mean of 4.15 and Number of children in family scoring a mean of 3.56.

As shown in the model summary table 4.5 pages 48, R is given as 0.911 which is an estimate of the expected increase in pupils rate of retention in public primary institutions in the division of Hindi in the sub county of Lamu West to an increase in Family background, learning environment and societal culture (independent variables The three constant variables utilized in this survey explicate 82.9% of the pupils rate of retention in public primary schools within the division of Hindi in the sub county of Lamu West as depicted by R Square. This consequently means that other elements not considered in this survey subscribed to 17.1% of the pupils rate of retention in public primary school in the division of Hindi within the sub county of Lamu West. Consequently, the survey needs to

be carried out to enquire the other elements (17.1 %) that affects retention rate of pupils in public primary schools in the division of Hindi within the sub county of Lamu West.

CHAPTER FIVE:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

Presented in this section is an outline of the findings gathered from the analysis of the data collected. Conclusions have been drawn from the study based on the objectives of the survey, and suggestions forwarded to assist tackle the effects of pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

5.2: Summary of the findings

The key aim of this survey was to enquire about the pupils rate of retention in O levels institutions in the division of Hindi in the sub county of Lamu West. According to the result the study established that the respondents were involved in the issue of pupil's retention in public primary process, and, most importantly, the survey determined that most of the participants had agree that background of the family, environment of learning and culture of the society influence affect the pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

On the account of family background, the study requested the participants on the level of background of the family elements including parents education level , children gender, background of economy within the homestead and ambitions of the family affects pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West. The results showed that most of the participants indicated that the background

of the family affects pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West to a great extent. This outcome agrees with suppositions of Aossa (2012) that several families with a poor economic level will experience their children leaving school prematurely yet children from educated and better financed homesteads are able to undergo school programs to tackle all barriers in their success path.

On the account of learning environment, the study enquired the extent the environment of learning through elements including aids of teaching/textbooks availability/parents, Clubs And Social structures around the school, Gender of children in family and Achievement level affects pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West. The outcome divulges that majority of the respondents expressed that learning environment affects pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West to a great extent. This implies that learning environment affects pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West to a great extent. This result concurs with Muthoni, (2014) who found that factors such as classroom dynamics for instance poor methods of delivery, inefficient teaching, lack of proper qualifications for some teachers, handling special needs children within the integrated programmes, lack of knowledge of the subject matter and lack of commitment of teachers made learners lose interest in learning.

Further the study also inquired on the extent Social culture aspects such as Social – cultural practices, Roles of social-cultural practices, Relevancy to learning to the society and Number of children in family affect pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West. The outcome expressed that most of the participants indicated that Social culture affects pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West to a great extent. This implies that Social culture affects pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West. This result are in tandem with Ochieng’ (2015) who notted that majority of the traditional norms within the community are those related to activities of schooling thus may considerably hinder pupils from attending learning institutions. Previous studies have generally found that the vital elements that are contributing to the poor retention rate and engagement within education is destitution (Njeru & Orotho, 2003) and involvement in education is destitution (Njeru & Orotho, 2003). Elevated levels of destitution within homes have made destitute homes to resist admitting their children in O level institutions or be unable to maintain continuous participation of children who are admitted because of their lack of ability to provide some needs.

5.3: Conclusion of the study

Based on the outcome, the survey concludes that the elements of background of the family including education point, children gender, and background of economy within the homestead and family ambitions that affect pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

It is evident from the outcome that the environment of learning affects pupil's retention rate. Elements including textbooks availability/aids for teaching/ clubs for parents and structures for socializing within the school, childrens gender and level of attainment affect pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

Additionally, looking at the outcome, the participants believed that the elements of culture and society including cultural and social norms, responsibilities of culture and society, suitability of learning to the community and children numbers in the family affect pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

Lastly, the study surmised that background of the family, environment of learning and influence of culture and society affect the pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

5.4: Recommendations of the study

The survey advocated for the state to develop policies favourable to all learners in public primary schools so as to increase rate of retention particularly by offering required facilities of learning within public schools in rural areas. The purpose of the free O level education was to make certain that the rate of retention and elevated transition was to become feasible if issues such as Family background, learning environment and societal culture that affect the pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West are effectively addressed, for instance Poverty challenges must be tackled by doing away with policies that eradicate poverty because no child can be educated while hungry. Additionally, guardians who have learners

in learning institutions need to be sensitized on what needs to be tackled to make sure that children remain in learning institutions; an experience which will make children are fully prepared to take up vital roles in coming years. Lamu West sub-county through county government and national government need to improve on their strategies and review them continuously.

The study further recommends that social culture aspects such as cultural and social norms, roles, suitability to the community, children numbers in the family be reviewed from time to time because they affect retention of pupils in schools.

In addition, the study recommends that proper learning strategies capable of monitoring the learning environment be implemented. This will ensure effective scanning of the environment in learning including textbooks availability/ aids for teaching/ clubs for parents as well as structures for socializing within the school, childrens gender in the homestead and level of performance.

5.5: Suggestions for further research

The survey had investigated the factors that affect pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West, and established that Family background, learning environment and societal culture affects the pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

It is considered that there should be further studies on the elements that affect pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West and beyond.

Further research be done on the other unexplained figure of 17.1% on the pupils rate of retention in public primary school in the province of Hindi in the sub county of Lamu West.

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APPENDIX I: RESEARCH QUESTIONNAIRE

Dear Respondent;

RE: Permission to Conduct Research Study

My name is SELITA HADIRIBO MAKORANI, a MELM student (Edu Option) at Kenya Methodist University, Mombasa. I am conducting a research to determine factors affecting the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county. Please note that the information that you will provide shall be treated with utmost confidentiality and are for academic purposes only. Kindly help me out to fill in this questionnaire accordingly.

Section A: Respondents Profile

1. What is your highest level of education qualification?

Secondary []

Tertiary College []

University []

Postgraduate (Masters/PhD) []

2. Indicate the length of continuous service with the School.

0-5 years []

6-15 years []

15-20 years []

Over 20 years []

Section B: Pupils' retention rate

1. According to your opinion, where does the pupil's retention rate rank in your school?

Far below our Expectation []

Fall short of our expectation []

Meet our expectation []

Surpassed our expectation []

2. In relation to retention rate of pupils, what in your opinion would you consider to be factors affecting the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county? Using the scale provided respond to the statements below.

(Please tick (√) appropriately)

1=Not serious

2=Less serious

3=Moderate

4=Serious

5=Most serious

3. Below are some of the aspects of family background affecting retention rate of

Pupils retention rate	1	2	3	4	5
Family background					
Learning environment					
Social culture					
Education Act and regulations					

pupils in public primary schools in Hindi Division, Lamu west sub-county. To what extent do you agree with the following statement regarding the effects of:

(a) Family background,

(b) Learning environment and

(c) Social culture on retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county? Use 1-Not at all, 2-Small extent, 3-Moderate extent, 4-Great extent and 5-Very great extent

1. Family background	1	2	3	4	5
Level of education of parents affects the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county					
Gender of children in family affects the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county					
Economic background of the family affects the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county					
Aspiration of the family affects the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county					

2. Learning environment						
Availability of Textbooks/Teaching Aids parents affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county						
Clubs and Social facilities around the school affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county						
Gender of children in family affects the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county						
Achievement level affects the retention rate of pupils in public primary schools in Hindi division, Lamu west sub-county						
3. Social culture						
Social – cultural practices affect the retention rate of pupils in public						

<p>primary schools in Hindi division, Lamu west sub-county</p>					
<p>Roles of social-cultural practices affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county</p>					
<p>Relevancy to learning to the society affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county</p>					
<p>Number of children in family affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county</p>					

APPENDIX II: PUPILS FOCUS GROUP DISCUSSION SCHEDULE

1. Pupils will identify their peers who have dropped out of school.
2. Identify various reasons why pupils drop out of school.
3. Pupils will state whether they know any of their brothers, sisters, relatives or friends/neighbours at home who never enrolled in school.
4. Identify the reasons why parents fail to enroll their children in school.
5. Pupils will identify school-based factors that may lead to dropout or transfer to other schools.

APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS

1. Do you know of any parents whose children have dropped out of school and if yes, what are the causes of school dropout in relation to the following:

- (a) Socio-economic factors
- (b) Socio-cultural factors
- (c) Learning environment factors

2. What challenges do you face in relation to Free Primary Education?

3. What do you suggest the following could do to improve access and retention of pupils in primary schools?

- (a) Government
- (b) Parents
- (c) The schools
- (d) The community

4. What comments would you like to make in general in relation to the situation of primary pupils' retention rate in Kenya?

Thank you for your valuable time...

APPENDIX IV: KeMU RESEARCH AUTHORIZATION



KENYA METHODIST UNIVERSITY MOMBASA CAMPUS

P O Box 89983-80100 MOMBASA, Kenya
Tel: +254-715120282

Fax: 041-2495946
E-mail: mombasa@kemu.ac.ke

Date: 24th -7-2017

TO WHOM IT MAY CONCERN

Reg. No: EDU-3-7500-3/2011

Name: SELITA HADIRIBO MAKORANI

This is to confirm that the above named person is a bona fide student of this University pursuing Master of **Education Leadership and Management** as part of the degree requirements the student is required to undertake research and write a thesis in the area of specialization.

The student is undertaking research on **“Factors affecting the retention rate of pupils in public primary schools in Hindi division, Lamu County”** and is currently proceeding to collect field data.

Any assistance given towards attaining this goal will be highly appreciated.

Yours faithfully

Eric Mathuva
For Coordinator, Postgraduate Studies

APPENDIX V: NACOSTI RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utali House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/30235/18778**

Date: **22nd August, 2017**

Selita Hadiribo Makorani
Kenya Methodist University
P.O. Box 267- 60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors affecting the retention rate of pupils in public primary schools in Hindi Division, Lamu West Sub-County, Lamu County,*" I am pleased to inform you that you have been authorized to undertake research in **Lamu County** for the period ending **21st August, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Lamu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

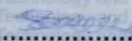
The County Commissioner
Lamu County.

APPENDIX VI: NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. SELITA HADIRIBO MAKORANI
of **KENYA METHODIST UNIVERSITY,**
0-80100 Mombasa, has been permitted
to conduct research in **Lamu County**

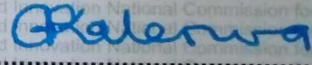
on the topic: **FACTORS AFFECTING THE
RETENTION RATE OF PUPILS IN PUBLIC
PRIMARY SCHOOLS IN HINDI DIVISION,
LAMU WEST SUB-COUNTY, LAMU
COUNTY**

for the period ending:
21st August, 2018


.....
**Applicant's
Signature**

Permit No : NACOSTI/P/17/30235/18778
Date Of Issue : 22nd August, 2017
Fee Recieved : Ksh 1000




.....
**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No.A 15419

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