

**THE INFLUENCE OF SPONSORSHIP PROGRAMS ON PUPILS
RETENTION RATES IN PRIMARY SCHOOLS, MUTOMO
DISTRICT KITUI COUNTY, KENYA**

BY

GACHANJA HARUN GITHINJI

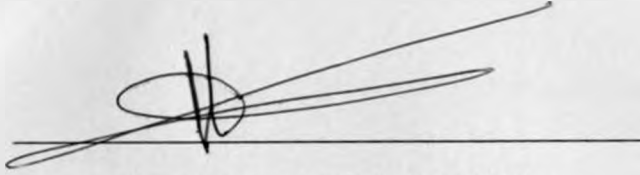
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF PROJECT PLANNING AND MANAGEMENT
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DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

A handwritten signature in black ink, consisting of a large loop followed by several horizontal strokes, positioned above a solid horizontal line.

GACHANJA HARUN GITHINJI

L50/78197/09

This research project report has been submitted for examination with my approval as a university supervisor.

A handwritten signature in black ink, featuring a large, sweeping initial 'C' followed by several horizontal strokes, positioned above a solid horizontal line.

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DEDICATION

This work is dedicated to my parents Phyllis and Late William who made me believe that academic excellence opens great doors. Mum; who instilled in me the virtues of hard work and your special encouragement.

ACKNOWLEDGEMENTS

I would like to give special thanks to Dr. Christopher Gakuu my supervisor who encouraged and assisted me in coming up with this project. He provided me with useful suggestions, comments and recommendations. Newton for allowing me time off from work during my exams, supervision and defence.

I also appreciate the moral support and encouragement accorded to me by workmate Jane Mukua. Her constant reminders made me soldier on.

TABLE OF CONTENT

Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
List of Tables.....	ix
List of Figures.....	x
List of Abbreviations.....	xi
Abstract.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the study.....	4
1.4 Research Objective.....	4
1.5 Research Questions.....	4
1.6 Significance of the Study.....	4
1.7 Basic Assumptions of the Study.....	5
1.8 Limitation of the Study.....	5
1.9 Scope / Delimitation.....	6
1.10 Organization of Study.....	6
1.11 Definitions of Significant Terms.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Introduction.....	8
2.2 The concept of school retention.....	8
2.3 Review of the Kenya Education System.....	9
2.4 Sponsorship program and pupils' retention in primary schools.....	11
2.5 The influence of scope of sponsorship programs on pupils' retention in primary school.....	14
2.5.1 The influence of School fees provision on pupils retention rates in primary school.....	14
2.5.2 The influence of School facility provision on pupil's retention rates in primary school.....	16
2.5.3 The influence of School feeding provision on pupil's retention rates in primary school.....	17
2.6 The influence of amount of sponsorship funds on pupils retention rate in primary school.....	18

2.7 The influence of mode of sponsorship on Pupils retention rates in primary	20
2.7.1 Sponsor to student.....	20
2.7.2 Sponsor to family	21
2.7.3 Sponsor to community	22
2.8 The influence of the guardian participation in sponsorship decision making on pupils retention rates.....	23
2.9 The influence of availability of mentors on pupils' retention in primary schools.....	25
2.10 Influence of Parental Social-Economic status and pupils' school retention in primary schools.....	26
2.11 The influence of Family type and pupil's school retention in primary school	28
2.12 The influence of School policy on pupil's retention in school	30
2.12.1 The Influence of Teachers on pupil's school retention rates	30
2.12.2. The influence of Teacher Unavailability on pupil's retention	31
2.12.3 The influence of Grade retention on pupil's retention in school	31
2.13 Conceptual Frame work.....	33
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	34
3.1 Introduction.....	34
3.2 Research design	34
3.3 Target population	35
3.4 The sample size and sampling design.....	36
3.5 Sampling technique.....	37
3.6 Types of Data.....	38
3.7 Data collection tools	38
3.8 Data collection procedures.....	39
3.9 Data analysis	39
3.10 Validity of the Instrument.....	39
3.11 Reliability of the Instrument	40
3.12 Data analysis and presentation.....	40
3.13 Ethical Considerations	40
3.14 Expected Output.....	40
3.15 Operational definition of variables	41

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION.....	43
4.1 Social Demographic Characteristic of Respondents.....	43
4.2 Main Respondents of the study.....	43
4.2.1 Respondent Position and Length of Term in the School	44
4.2.2 Schools participating in the Study and Number of Organization sponsoring Pupils in the school.....	44
4.2.3 Number of Pupils currently Sponsored in the Schools	45
4.2.4 Influence of Sponsorship on Pupils Retention rate.....	46
4.3 Influence of mode of sponsorship on pupil’s retention rate in primary schools.....	46
4.3.1 Sponsorship to Pupil	46
4.3.2 Sponsorship to Family	47
4.3.3 Sponsorship to Community.....	49
4.3.4 Comparison of Means of Mode of Sponsorship and Influence to Sponsorship	50
4.4 Influence of Guardians’ Participation in Decision Making In the Sponsorship Program	51
4.5 Influence of scope of sponsorship on the pupils’ retention rate in primary schools.....	52
4.5.1 Sponsorship through School Fees.....	52
4.5.2 Sponsorship through School Facility	53
4.5.3: School feeding program.....	53
4.6 Influence of sponsorship funds amount on the pupils’ retention in primary schools...54	
4.7 Other factors influencing pupil’s retention in school	55
4.7 Ranking of most influential fa`or on pupils retention in primary school	56
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	57
5.1 Summary findings.....	57
5.2 Establish the extent to which a mode of sponsorship influences pupil’s retention rate in primary schools.....	58
5.3 Examine the extent to which the guardians’ participation in decision making in the sponsorship program influences pupils’ retention rate in primary schools	58
5.4 Establish the extent to which the scope of sponsorship influences the pupils’ retention rate in primary schools.....	59
5.5 Assess the extent to which the amount of sponsorship funds influences the pupils’ retention in primary schools.....	60

5.6	Conclusions.....	61
5.7	Recommendations.....	61
5.8	Further Research	62
REFERENCES		63
APPENDIX I: Introduction Letter		66
APPENDIX II: Questionnaire		67
APPENDIX III: Interview Guide for the Caregivers.....		71
APPENDIX IV: Interview Guide for the Sponsored Children.....		73

LIST OF TABLES

Table 1.1: Sponsorship Funding for the years 2006- 2009.....	3
Table 3.1: Target Population.....	36
Table 3.2: Sample Size	37
Table 3.3: Operationalization of Variables.....	41
Table 4.1: Cross Tabulation of Length of Teaching at the School and Respondent's.....	43
Table 4.2: Crosstab of Name of School and Organizations Sponsoring Pupils in the School	45
Table 4.3: Number of Pupils Sponsored in the School.....	46
Table 4.4: Sponsor to pupil kind of sponsorship	47
Table 4.5: Sponsor to family kind of sponsorship	48
Table 4.6: Sponsorship to community	49
Table 4.7: Comparison between means of Mode of sponsorship	50
Table 4.8: Guardian participation in Decision Making in Sponsorship Program.....	51
Table 4.9: Sponsorship through school fees	52
Table 4. 10: Sponsorship of school facility	53
Table 4. 11: School feeding Program	54
Table 4. 12: Influence of Sponsorship amount on pupils' retention in primary school.....	55

LIST OF FIGURES

Figure 1: Tinto's model of school retention	9
Figure 2: Conceptual Framework	33
Figure 3: Other Influencers to Pupils Retention rates.....	56
Figure 4: Summary of findings from focused group discussions	56

LIST OF ABBREVIATIONS

PTA;	Parent Teachers Association
FPE;	Free Primary Education
UPE;	Universal Primary Education
EFA;	Education For All
LDP;	Leadership Development Program
BSSI;	Bright Students Sponsorship Initiative
MDGs;	Millennium Development Goals
TSC;	Teachers Service Commission
UNICEF;	United Nations Child Fund
NGO;	Non Governmental organization
FGD	Focused Group Discussions

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ABSTRACT

Kenya like other developing countries all over the world has experienced an emergence of many NGOs both local and international in the recent past. All of whom implement various child sponsorship programs though not much has been documented and the question that arises is, what influence do the sponsorship programs have on pupil's retention rate in primary school? Does the amount of funding, scope, mode of sponsorship and guardians role in sponsorship decisions influence the pupil's retention rates? The objective of the study was to establish the influence of the sponsorship programs on pupil's retention rates in Mutomo District Kitui County.

The study focused on the sponsored children in Mutomo district. The research design was descriptive and a survey method was employed using structured questionnaires that were completed by the head teachers of the primary schools where the pupils attend. Focused group discussions were held with the caregivers and sponsored children. The 50 caregivers and 50 children were selected randomly from 3000 sponsored children and parents in the district. Questionnaires were administered to the 15 headteachers and 10 deputy headteachers from the 25 of the 59 schools we have sponsored children.

The data derived was analyzed using descriptive statistics and presented in form of tables and figures. The independent variables were: the amount of sponsorship funds, Mode of sponsorship, scope of sponsorship and guardian participation in sponsorship while the dependent variable was the Pupils school retention rate.

The research noted that amount, of funds; guardian participation, mode and scope have influence on pupil's school retention while other factors which influence retention rates included availability of mentors, commitment of pupils to education, child performance in school and sanctioned repetition of pupils in class. The amount of sponsorship was seen to have great influence retention if the amount caters for child needs and family. Sponsor to child and to family had a higher influence on pupil's retention for they tend to cater for the pupils environment. The participation of guardian in decision making was rated highly in pupils school retention It was noted that when guardians participate in the child's education he/she is able to identify the key problematic areas as pertains to learning

It could thus be concluded that Empowerment of guardians/families to be self-reliant could be effective in ensuring holistic child development. The sponsoring organizations need to increase the amount of sponsorship to cover all areas of a child's need and environment in order to be effective. This would include ensuring that sponsorship covers school needs to family needs to be able to change the overall child's environment that hinder school retention hence sponsorship should centre on modes and scopes that yield more results to ensure that it is effective in ensuring retention

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Pupils' retention in school is fundamental to the ability of an institution to carry out its mission. A low rate of retention is not only a fiscal problem, but a symbolic failure of an institution to achieve its purpose. A pupil who leaves school before graduating will not be made up for through employment and will most likely have diminished lifetime earnings compared to those that complete school.

A lot of effort and resources have gone into numerous attempts and strategies have been and are being made to protect and improve quality of lives of children in difficult circumstances, investing in the lives of the needy children in order to give them an opportunity to complete school.

Persistence of poverty and other unfulfilled basic needs are factors that constrain the social, political and the economic opportunities available to Kenyan pupils. Kenyan parents and pupils place a high premium on quality education as this is seen as the only opportunity to break away from poverty but high attrition rate has been a consistent problem.

The question of why pupils and students drop out of school before the completion has prompted many organizations that try to provide sponsorship programs with an aim of intervening so that an increased pupils' retention rate can be achieved.

In 1963 the Kenyan government promised free primary education to its citizens. In the early 70s primary school fees was abolished but in the mid 80s, cost sharing measures between the government and its citizens led to the re-introduction of minor fee charges by primary schools. As the trend continued with schools requiring parents to pay fees such as Parents Teachers Association (PTA), Harambee, textbooks, uniforms, caution fees, examination fees and extracurricular activity fees, most parents became overburdened and unable to raise such fees. Those who could not afford the money to pay for their children's school fees often had their children drop out of the school.

Organizations like Compassion International, world Vision and Plan International among others had and still have sponsorship programs that assist the individual pupils, family and community at large long before even the government introduced its sponsorship program like the free Primary education and school feeding programs. They have had their role in influencing the rate of pupil's retention in schools.

Over the years, several interventions have been initiated at individual, family and community levels. However, not much has been done in this area to establish how the programs influence the retention rate of pupils and students. Other scholars have tried to explore the possible remedies to retention and are almost in agreement that a student's retention is affected by a range of interacting variables and a good practice in children retention will involve developing effective interventions in as many of these variables T into V (1993).

Donors and program implementers have no sufficient information on what influences the sponsorship programs they run on pupil's retention. There are very few studies on this area with the only data available concerning this initiative showing that interventions improve retention but not how it influences the same and its sustainability (Compassion, 2010). This poses a great challenge in programming. This study seeks to examine the influence of sponsorship programs on pupil's retention rates.

It is also aimed at pointing out the strategies that sponsorship programs can use to improve pupils' retention rates in schools considering that according to the current statistics, the current retention rates in Kenya are at 72% for girls and 75% for boys with a noted difference in urban and rural attendance. = UNICEF (March 2010)

1.2 Statement of the Problem

The Government of Kenya and Non Governmental Organizations(NGOs) have invested millions in school sponsorship programs with the aim of empowering the children, family and the community(compassion, 2009) With the interventions, it is aimed that children and families from less privileged backgrounds will have equal opportunities like their well up counter parts. The intervention of the sponsorship programs is well appreciated but how it influences retention of pupils in schools cannot be said of much.

Organizations like compassion International, Plan International and World Vision continue to run their sponsorship programs but little is researched and documented on how the various programs influence the retention of pupils in schools.

The current enrolment due to the introduction of free primary education is projected to have increased from 5million in 2002 to 8 million in 2010. The retention rate has been projected at 87% for boys and 80% for girls, in that only that percentage is able to complete class 8. The current heavy investment in ensuring that pupil’s school attendance is uninterrupted; questions are abounding on the influence of the sponsorship programs in pupil’s school retention.

The introduction of free primary education by the Kenya Government has also put into new focus on the influence of sponsorship programs on pupils’ retention rate. Many organizations may increasingly find it difficult to convince more donors on their influence in pupils’ retention in schools in right of free primary education. The government has continued to use large amount of funds on sponsorship. In the 2006/7 the Kenya government committed US\$56 million to orphan sponsorship and 4.6 billion to free primary education. The non government organizations and community based organizations operating in mutomo district also have their budgets running into hundreds of millions each year.

Table 1.1: Sponsorship Funding for the years 2006- 2009

Project	PROJECT FINANCING IN US\$ PER YEAR			
	2006	2007	2008	2009
Ikanga project	12600	30600	57000	67944
Mutomo project	12600	33600	60,000	67944
Kyoani project	12600	30600	57000	67944
Kyatune project	12600	30600	57000	67944
Enzou project	12600	33600	60,000	67944

Source: (Complimentary interventions administrator Compassion (CIV), 2006-2009)

Despite this massive funding the influence of the sponsorship initiatives towards pupil’s retention in school is not well known. This investigation therefore seeks to establish the influence of sponsorship programs on pupils’ retention rate in schools.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of sponsorship programs on pupils' retention rate in primary schools. The findings will inform the organizations that run the sponsorship programs on the gaps that need consideration in policy formulation so as to improve the retention levels.

1.4 Research Objective

The study is guided by the following objectives to;

- i) Establish the extent to which a mode of sponsorship influences pupil's retention rate in primary schools
- ii) Examine the extent to which the guardians' participation in decision making in the sponsorship program influences pupils' retention rate in primary schools
- iii) Establish the extent to which the scope of sponsorship influences the pupils' retention rate in primary schools.
- iv) Assess the extent to which the amount of sponsorship funds influences the pupils' retention in primary schools.

1.5 Research Questions

This study seeks to answer the following research questions; to what extent does the;

- i) Mode of sponsorship influence pupils' retention rate in primary schools?
- ii) Participation of guardians in sponsorship program's decision making influence pupils' retention rate in primary schools?
- iii) Scope of sponsorship program influences the pupils' retention rate in primary school?
- iv) Amount of sponsorship funds influence pupil's retention rate in primary school?

1.6 Significance of the Study

It is hoped that the results of this study will be used by Compassion International Kenya in improving its school based sponsorship program. The project staff will benefit from the findings in that they will have the facts on how the program that they run influences pupils' school retention rate.

The other various organizations that run sponsorship programs will have an opportunity to compare their various modes of sponsorship in light of how they influence pupils' school retention.

The findings of this research will provide insight into how sponsorship programs influence pupils' retention in school which may provide insight on how the programs can be improved so as to have a greater impact.

The research findings if disseminated to all stakeholders and utilized well will bring a turning point in the stakeholders understanding and consequently appreciating the various sponsorship programs.

1.7 Basic Assumptions of the Study

The researcher held an assumption that all the responses given were to be true, honest and without malice. That key individuals identified as respondents will be available for interview sessions.

1.8 Limitation of the Study

The limitation of the study was mainly time constraints, since the study was to be conducted mostly during week days while the researcher was in full time employment. This means that direct supervision was limited to weekends. The researcher overcame this by working with research assistants. The researcher identified two lead Research assistants and gave them adequate training on data collection. The Researcher ensured that there was regular contact to follow through the ongoing process.

Scarcity of reference researches: Not much has been studied in relation to the influence of sponsorship programs. A lot of literature is available on the reasons for the low retention rate but none is available on the influence on retention due to the sponsorship programs. The researcher used literature from the operations of the non government organizations and inferred. He also used findings of the government initiated school feeding program.

Language limitation, the inability of the researcher to communicate in the local language was a great challenge in the collection of information especially when interviewing the caregivers and the children who were not very conversant with the national language. This challenge was overcome with the hiring of a research assistance who did the translation where necessary.

Financial limitation. Monetary constraints was also a limitation in the sense that the researcher was required to engage the services of Research assistants as well as provide tokens to encourage the Child Development Workers to assist in getting parents and teachers of the sponsored children for interviews. The Researcher overcome this by obtaining official letters from the workers' stations to make the CDWs appreciate the importance of the study. This made them subsidize their rates and become supportive.

1.9 Scope / Delimitation

The scope of the study is limited to sponsorship programs within Mutomo District of Kitui County. The independent variables are: the amount of sponsorship funds, Mode of sponsorship, scope of sponsorship and guardian participation in sponsorship while the dependent variable is the Pupils school retention rate

1.10 Organization of Study

This study is organized into five chapters.

Chapter one gave the background information, why the study would be done and the scope. The chapter would have ten topics namely; Introduction of the study, background information that has led to the choice of the study, the statement of the problem being addressed, research objectives, Research question, significance of the study, assumptions, limitations, delimitations, definition of significant terms and the organization of the study.

Chapter two covered literature review and had several topics namely; the concept of school retention, review of the education system, various organizations conducting sponsorship programs and influence of sponsorship programs on pupils school retention.

Chapter three had research design and methodology. It told how the whole research findings were collected, analyzed and interpreted. It is divided into eight topics. This chapter outlined how research was designed, who are the target group and how the group were be selected, describing the data collection instrument, data collection procedure and data analysis techniques.

Chapter four, this chapter presents the data analysis and interpretation. While chapter five deals with the summary, conclusion and recommendations of the study based on the study objectives.

1.11 Definitions of Significant Terms

Caregivers: These are people who provide care to the Sponsored children. They are the people who care for the children while at home. Some are real parents, aunts, grandparents, older siblings or well wishers.

Child; The term has been used in this study to refer to persons under sponsorship and who are still within the primary education level.

Child development workers (CDW): These are staff at the partnering churches that implement the programs for the sponsored children.

Compassion International (CI): Compassion International is a Christian nonprofit making nongovernmental organization (NGO). It is operational in twenty six countries worldwide. It operates by partnering with evangelical churches to support needy children and release them from their spiritual, physical, social and cognitive poverty through sponsorship program. Each child is linked to a sponsor from the developed countries and the support is availed to the children through the partnering churches.

Harambee; literally means "all pull together" in Swahili. For purposes of this paper harambee means the amount of funds parents are requested to contribute to support a particular activity in school. The funds are usually a onetime activity where parents poll their resources together.

Retention; for the purposes of this paper retention is understood to mean the continuous attendance of children in school without absenteeism.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter, the researcher reviewed and discussed some of the literature that was related to the topic at hand. The study touched on four fundamental topics. First what the various organizations do and the concept of school retention.

The rising costs of education and poverty have all made it extremely difficult for many parents and communities to invest in their children's education. Subsequently primary education is experiencing a decline in pupils' retention rates. From the foregoing, it is evident that a re-emphasised participation of the government and non-governmental organisations is inevitable in order to salvage the retention rates.

In almost all developing countries, school dropout and low retention rates have been a subject of interest to academicians, researchers, and policy makers for a long time. According to the Poverty Status Report (PSR, 2005), the phenomenon of high school absenteeism and high school dropout rate continues to pose a big challenge to the successful implementation of national policies. Although the findings of various studies differ depending on the peculiar country specific situations, rural- urban divide, gender bias, and distance to school, not much has been noted on the influence of the sponsorship program on pupils' retention rates.

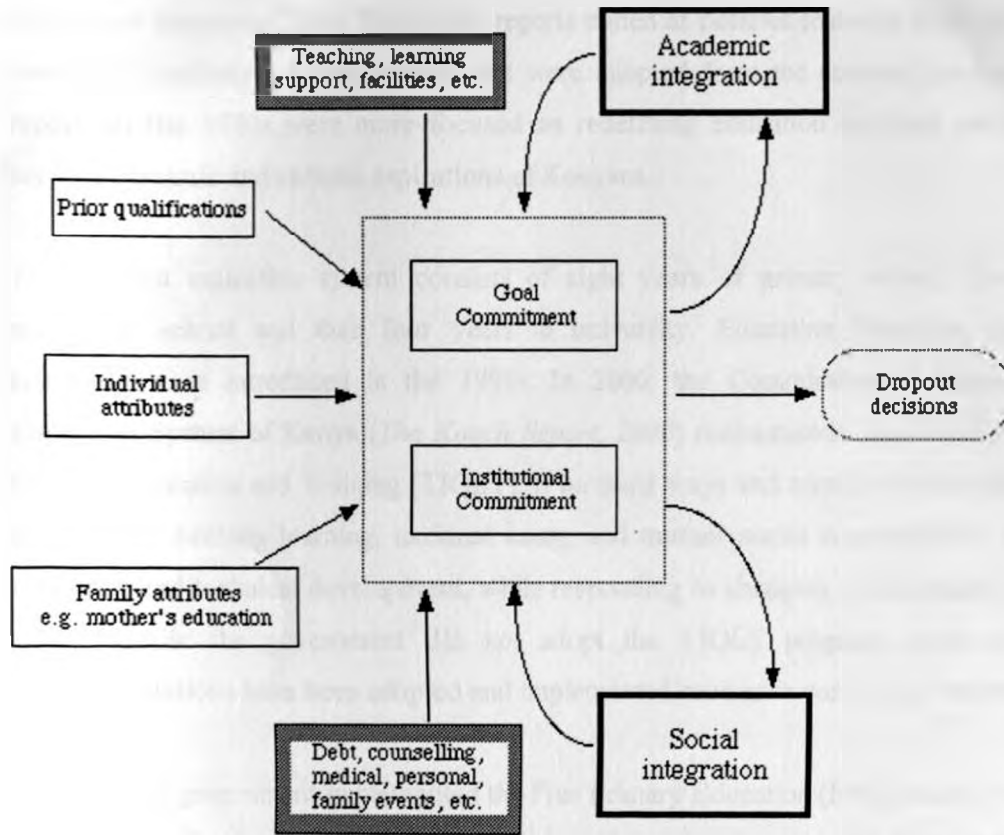
2.2 The concept of school retention

It may be argued that everything the school does bears some relationship to students' retention. However, it is more helpful to have some conceptual model of the factors that influence whether a student persists or discontinues study. Vincent Tinto's (1993)

The most common model on school retention supports reporting weekly consistent evidence (Tinto, 1975) it is not controlled by experiments. Its central idea is that of integration: it claims that whether a student persists or drops out is quite strongly predicted by their degree of academic and social integration. These evolve over time, as integration and commitment interact, with dropouts depending on commitment at the time of the decision. According to Tinto academic integration would encompass grade performance, academic self esteem, identification with academic norms and values and identification with ones role as a student.

Social integration would encompass how many friends you have at school and whether the student fits with the social crowd and the interaction level with the staff (Tinto, 1973)the model can be best summarized in the below figure

Figure 1: Tinto's model of school retention



Tinto, V. (1975)

2.3 Review of the Kenya Education System

Since independence in 1963, the Kenya government has faced the challenge of education system through commissions, committees and task forces. The government addresses the provision of education and training for all Kenyans as fundamental to the government's overall development strategy. Government views education as a long term objective to provide basic quality education to enhance Kenyans ability to preserve and utilize the environment for productive and sustainable livelihoods, to develop quality of the human race; to realize the universal access to education and training for all including the disadvantaged

and the vulnerable and as a necessary tool for development and protection of the democratic institutions of human rights (MOEST, 2005 pp2).

The most significant government reports and commissions include *The Omid Report* of 1964, *The Gachathi Report* of 1976, *Mackay Report* of 1981, *Kamuge Report* of 1988 and *The Koech Report* of 2000. The initial reports aimed at policies fostering national unity and creation of sufficient human capital and were adopted from the colonial government. The reports in the 1980s were more focused on redefining education to foster national unity, social, economic and cultural aspirations of Kenyans.

The Current education system consists of eight years of primary school, four years in secondary school and then four years in university. Education financing, quality and relevance were introduced in the 1990s. In 2000, the Commission of Inquiry into the Education System of Kenya (*The Koech Report, 2000*) recommended the Totally Integrated Quality Education and Training (TIQET). It outlined ways and means of enabling education to facilitate lifelong learning, national unity, and mutual social responsibility, accelerated industrial and technical development, while responding to changing circumstances (MOEST, 2005). While the government did not adopt the TIQET program, some of its core recommendations have been adopted and implemented such as in curriculum rationalization.

In 2002, the government implemented the Free Primary Education (FPE) policy, which was a campaign pledge to the voters in the 2002 elections. The FPE initiative focuses on attaining education for all (EFA) and in particular, Universal Primary Education (UPE). “Key concerns are access, retention, equity, quality and relevance and internal and external efficiencies within the education system (MOEST, 2005a, pp3)”. Through the FPE policy, the government was strengthening the current education systems, which had previously been coupled with low retention and reduced enrolment before it came to power. The FPE implementation is critical to attaining the EFA as a key objective to realizing the UPE goal (MOEST, 2005 pp3).and increasing the retention rates.

2.4 Sponsorship program and pupils' retention in primary schools

The universal declaration on human rights in 1948 by the United Nations Organization embraces education as a basic human right. Kenya subscribes to this declaration. She is also a signatory to the international protocol that established Education for All (EFA) agenda in Jomtien, Thailand, 1990. In addition, Kenya is a signatory to the World Educational Forum (WEF), which was held in Dakar, Senegal, in the year 2000. Consequently, Kenya is committed to: (a) Elimination of poverty as a hindrance to educational development. (b) Promotion of human rights through provision of Education. (c) Attainment of sustainable development by the provision of quality basic education for all.

Towards achievement of her determination to provide EFA by the year 2015, the Kenya government has provided sponsorship programs in the name of free primary education and in areas with constant food shortages school feeding programs have been initiated which are meant to target the individual children. School feeding programs are targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level. This has linked both food and education for poor and vulnerable children living in highly food-insecure areas.

The government has also initiated the food for work program which targets the families. All this initiatives are hoped to build capacity to the individual child and family and remarkable improvement in enrolment has been noted in the primary schools with the enrolment figure moving from 5million in year 2000 to 8 million in year 2010.

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993 and Okidi et al., 2004). For this reason Nongovernmental organizations have sponsorship programs which endeavor to promote child education.

Compassion international (CI) provides basic support to the child. It gets into partnership agreement with evangelical churches in areas where poverty levels are high. Such areas include slums, arid and semi-arid areas and also areas where cultural practices render children's life vulnerable; the organization recognizes that other than provision of medical care, school fees, school uniforms and training in all aspects of life to the vulnerable children,

the living environment of these children affect their development process (Compassion PFM, 2009). The organization therefore tries to better the living environment of the registered children by empowering the caregivers through training and provision of education support and family training which are meant to improve and sustain their livelihood as said by Harvey, 2008. The organization has several initiatives for the bright children like, Bright Students Support Initiative (BSSI) which assists support individual children who have excelled well in their final primary school examinations and the Leadership Development Program(LDP) which assists the well performing students continue with their university education uninterrupted.

Compassion International's envisioned future is to be recognized by the church worldwide as the leading authority for holistic child development and to be the global benchmark for excellence in child sponsorship (CI-PFM, 2007).

Plan International is a child centered community development organization which works with children, their families, communities, organizations and local governments to bring out a positive change in them. One of the key areas of focus of Plan's strategy is 'livelihood'. This is a program that focuses on increasing household income. Higher income for families leads to increased economic and social benefits for their children. Plan's strategy includes the provision of facilities like classes and desks to schools; it also seeks to help parents with poverty-breaking credit and small business development programs (<http://www.plan-international.org>).

World Vision is also a child-focused community development organization that engages in advocacy, relief work as well as development. Among its key strategies, development work is that of 'transforming communities', which it does by helping residents capitalise on their greatest resource – themselves and their shared goals. The philosophy behind its work is that thriving communities create better lives for both sponsored and non-sponsored children. At World Vision, child sponsorship means transforming communities to improve lives of all children, so that eventually they no longer need aid. It focuses on community based initiatives which assist promote education like construction of classrooms and other school facilities with limited attention to individual children. (<http://www.wvi.org>).

Christian Children's Fund (CCF) is a child-focused community development organization whose mission is to bring positive changes in the world's children. Its programs are centred on child-focused development. CCF understands that poverty is a complex problem and has more than 65 years of experience in identifying and addressing the root causes of poverty. Within the context of alleviating child poverty, vulnerability and deprivation, CCF creates programs in a variety of different areas to provide practical assistance to impoverished communities and plant the seeds of self-sufficiency. CCF's integrated development model is made up of interventions in six primary sectors such as, Early Childhood Development, health and sanitation, education, nutrition, emergency and disaster relief and lastly Sustainable livelihoods (<http://www.christianchildrensfund.org>).

Of importance to this study is the sustainable livelihood as a strategy for child development. Breaking the cycle of poverty is a key issue in all CCF's development efforts. It is of the opinion that asset building and community development are essential tools in fighting poverty and helping families become financially secure. By enabling families to better provide for their children and ultimately achieve economic independence, CCF does not only respond to the immediate needs of children but helping them secures a better future. This is captured through CCF's business development services to provide families with a way out of poverty by having a reliable source of income. Activities are also selected that help families increase their income and improve their standard of living.

CCF also provides training and support for various types of vocational, technical, skills and business trainings for families and communities. CCF's strategy for building sustainable livelihoods is through business development services which include a range of activities that help vulnerable families increase their income through improved business practices and the acquisition of new and refined technical skills. These activities allow them to engage in a family based income producing activity. Another key area is in financial services for the disadvantaged. Access to financial services is the most important aspect of CCF's micro-credit and savings program. Through provision of access to financial services, families and primarily women are able to take part in savings programs for themselves and their children. Furthermore, they are able to acquire loans that help them to start or expand their economic activities (<http://www.christianchildrensfund.org>).

Food for the Hungry International (FHI): This is child-focused community development organization. As the name implies, among FHI's, strategy on child development is focusing on poverty needs that relate to food and nutrition. The primary emphasis being long-term development among the extremely poor, by recognizing their dignity, creativity, and ability to solve their own problems. Hence the organization focuses on sustainable food production, water resource development, primary healthcare, income enhancement and education with a larger emphasis to the community. (<http://www.fhi.net>).

2.5 The influence of scope of sponsorship programs on pupils' retention in primary school

The scope of sponsorship may influence pupils' retention in school positively or negatively. The government and many Non Governmental organizations involve themselves in subsidizing school fees, school feeding program and provision of facilities to the schools. The scope of intervention may influence retention at varying degrees. The government provides school intervention through the payment provision of school fee subsidy at a rate of ksh1200 per child per month. Other organizations provide school fee subsidies at varying amounts, other intervention methods like provision of school facilities and a feeding program have been applied.

2.5.1 The influence of School fees provision on pupils retention rates in primary school

School fees payment may influence retention of pupils positively or negatively and this research seeks to understand the influence of the payments to pupils' retention. The amount of school fees is a large determinate of whether a child will continue with the education uninterrupted, therefore any subsidy provided to a child may go a long way in assisting the child continue with the education. A study focusing on Kenya has found that child characteristics, parental education and cost of schooling are important Determinants of the demand for education services (Kabubo-Mariara and Mwabu, 2007). While estimating wealth effects on enrolment in India, Filmer and Pritchett (1998) found that on average, a child from a wealthy household 40 percent more likely to be enrolled in school than a child from a poor household.

A research conducted in Uganda showed that the dropout rate had increased from 4.7% in 2002 to 6.1% in 2005. (NSDS, 2005). This challenge of school dropout has been associated to high unemployment levels leading to the government and nongovernmental organization intervening in fees payment through the sponsorship program.

It has been noted that other type of fees apart from tuition are charged and in order to meet the costs, households sometimes withdraw their children from school in order to work as part of a coping strategy to meet costs and generate resources to support the costs of schooling (Hunt, 2008).

The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The argument being that the benefits of schooling will not accrue to the parental household. School fees provision by the government and other agencies then becomes vital.

Odaga and Heneveld (1995), notes that parents worry about wasting money on the education of girls because they are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost, this therefore perpetuates parents discouraging the girl child from continuing with school.

The introduction of FPE has increased the enrolment and retention rate in Kenya with enrolment moving from 5million in 2002 to 8 million in 2010, this could be attributed to the government subsidizing the school fee where it pays kshs 1200 per child per month.

In a study carried out by Hunter and May, (2003), it was found out that parental socio-economic status was significantly related to pupils' dropout of school. They asserted that poverty and family type are explanations for school disruption, while Garret (2003) observed that low socio economic status, and low income were the main barriers among parents to sending their children to school. Macionis, Janssen; and Berriet (2005) in their studies found out that formal schooling and especially learning that is not linked to work to be mostly available only to those in the high socio-economic status. This can be attributed to the caregiver's ability to pay school fees. Anang (2007) also concluded that school dropout is

significantly related to the parental socio-economic status. Therefore financial assistance provided through sponsorship programs may have a significant effect in influencing pupils' school retention. The nongovernmental organizations provide school fee subsidy at varying degrees to the sponsored children ranging from full school fee provision to partial payment. This has in away improved the retention rate since continued sponsorship is pegged on the child's continued retention in school.

2.5.2 The influence of School facility provision on pupil's retention rates in primary school

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Brock & Cammish, 1997; Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching practice and behavior can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province, teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

The prevalence of teacher absenteeism is noted in the works of Alcazar et al., (2006) and Banerjee and Duflo, (2006); and the global teacher absence project reports cases of public primary school teacher absence (Chaudhury et al., 2005). Although much is still unknown about how teacher absence leads to dropout, it clearly implies that pupils' education – and by extension, interest in school – suffers as a result.

Alcazar et al. (2006) found that teacher absence was concentrated in poor and rural communities. Working in such localities decreases teacher motivation, and a poor community may also be unable to hold teachers accountable. Posts in remote areas that lack basic amenities such as passable roads, a reliable water supply and mains electricity, may be unattractive to teachers. As a result, pupils are more likely to drop out of school on account of the higher rates of teacher absence.

2.5.3 The influence of School feeding provision on pupil's retention rates in primary school

School feeding programs are targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level. In response to increasing food and fuel prices in 2008, funds from the World Bank's Global Food Crisis Response Program (GFRP) and the subsequent pilot Crisis Response Window (CRW) provided rapid assistance by supporting existing school feeding programs and essentially linking access to both food and education for poor and vulnerable children living in highly food-insecure areas. Providing in-school meals, mid-morning snacks, and take-home rations through school feeding programs can alleviate short-term hunger, increase children's abilities to concentrate. Learning and in-ability to perform specific tasks seem to be greater among children who are also chronically undernourished, usually the poorest children. The meals provided at school sometimes becomes the only meal for the day, children will therefore attend school as an entry point to the school feeding program.

Countries are expanding school feeding, because these programs seem to help push them closer to reaching the Millennium Development Goals (MDGs) by drawing more children, especially young girls, into the classroom. If these programs provide micronutrients such as iron, iodine, vitamin A, B-vitamins, and zinc through fortified foods and are combined with other school health interventions such as de-worming, there may be additional benefits for children's cognitive abilities and educational achievement.

The feeding program has had an effect on children's attendance- and besides being a social protection tool, school feeding is a continuing investment that can nourish children and decrease food insecurity while also contributing into Bringing both girls and boys into schools and ensuring that they are free from hunger so that they can concentrate and focus on learning.

Rene (2002) has noted that when emergencies strike in Kenya, families can start to descend further into poverty. One thing leads to another. The parents may pull their kids out of school to work. Hopes for an education and development suffer a huge blow. However, when there is a feeding program at the school, it offers an incentive for having their children attend class.

It gives them something to count on in a period of dangerous uncertainty. For children living in some of the most impoverished areas in the world, school feeding is an oasis.

McGuffin notes that the feeding program has been used to get children from the streets into the classrooms. The World Food Program (WFP) is providing meals to 720,500 school children in its regular development plan for Kenya costing about 14 million dollars in a year. The government of Kenya is also feeding another 540,000 kids through the School Meals program. The idea is to produce the food locally, which helps the school children and local farmers. It's all part of the plan for building a self-sustaining national school lunch program. Other organizations also provide feeding programs from time to time especially during the drought season which assists retain the children in school

The school feeding program has influence on children retention in schools and this paper seeks to establish the influence of the feeding programs so established to the children's retention in schools.

2.6 The influence of amount of sponsorship funds on pupils retention rate in primary school

The amount of sponsorship funds may influence positively or negatively the pupils' retention rate. Majority of the sponsorship programs involve payment of school fees to their beneficiaries because as Odaga and Heneveld (1995), notes, parents from the lower income group are more reluctant to pay school fee especially for the girl child whom they believe may not complete school due to pregnancy related reason or if she does she will get married and benefit another family.

The problem of dropout is thus disquieting to policy makers since it partly reflects the inadequacy of a schooling system in terms of either school quality or quantity. Noteworthy to mention is that school dropouts are usually associated with chronically high unemployment levels, low earnings, and poor health. This would infer that the amount paid from the sponsorship kitty will have an effect on school retention.

In sierra Leon the government in its effort to improve on pupil's retention introduced a policy of providing funds to subsidize the cost of Primary school education. Government allocates the sum of Le 2,000 per term three times a year for every Primary school pupil nationwide.

(www.slccg.org) this amount is for the provision of tuition and children's stationery. The effect is that the number of child enrolment and retention has improved.

Organizations provide sponsorship funds to their beneficiaries at varying amounts. Compassion international sponsorship program provides 17 dollars per child per month which is meant to be used to support the four developmental areas of the child namely spiritual, cognitive social-emotional and physical. The amount availed has limitation to the level of intervention because though school support is done in the form of payment of fees and uniform purchase only a fraction of the needs are met. In the compassion international sponsorship program for example, In the year 2010 out of the total 68000 sponsored children in the country only 234 children left the program as a result of their refusal to continue attending school, representing 0.3% of the total children. (CIV 2010)

The introduction of Free Primary Education (FPE) by the Kenya government was meant to address among others the retention of children in schools, it was initially thought that parents would no longer be required to contribute towards their children's' education. Each child is supported with ksh.1200 per month which meant to cater for school fee and facility needs but due to the huge influx of children to schools, there is a demand for more teachers. Most schools have few teacher service commission (TSC) teachers compared to the number of children. In some schools there are too few forcing the parents to employ more teachers through PTA. In this respect, guardians pay some money per month towards tuition this does not include building funds, which the parents also pay. Increased access to Free Primary Education by the poor has been at the expense of other basic needs of the household because parents are also required to incur expenses for pens, exercise books, the preference to continue schooling may thus not only be influenced by the amount of sponsorship funds from the government but also by the value the child and family attach to education It would therefore be inferred that though the amount of sponsorship funds may influence retention other factors could dictate otherwise.

The direct and indirect costs of schooling are found to affect enrolment and attendance especially amongst poor households (Dachi & Garrett, 2003; Fentiman, Hall and Bundy, 1999). The cost of school fees was the reason why poor households withdrew their children from school (Carnagarajan and Coloumbe, 1997) and evidence exists that other indirect costs of schooling also affect demand for schooling. Payment of school tuition fees may not be the

main reason behind dropping out, for in those educational systems that do not charge children any fees, as is now the case in Ghana. However, it often appears to be the case that other fees apart from tuition are charged and other direct costs like uniforms transport and stationery remain. Research shows that poor households sometimes withdraw their children from school in order to work as part of a coping strategy to meet costs and generate resources to support the indirect costs of schooling (Hunt, 2008).

There is therefore a relationship between poverty, structure and arrangement in the household, the amount of sponsorship provided and child school retention and this paper seeks to establish the influence of amount of sponsorship funds and school retention.

2.7 The influence of mode of sponsorship on Pupils retention rates in primary

The mode of sponsorship may influence either positively or negatively pupils' retention in schools. The approach of the sponsorship program has influence on retention depending on whether the sponsorship is based on sponsor to child, sponsor to family or sponsor to community. The influence on retention of children may vary greatly positively or negatively dependent on mode of intervention.

2.7.1 Sponsor to student

The support to the individual child focuses on individual children in a family. Compassion International focuses on an individual child in a particular family providing support in the four areas of development namely economic, social physical and spiritual. School provision through payment of school fees, purchase of uniform to the individual child is given special attention. Each child receives US\$ 19 per month

The Government through Kenya's Cash Transfer Program for Orphans and Vulnerable Children delivers cash to families, which they can use to pay for food, clothes, and services such as education and health. The aim of the program is to keep orphans and vulnerable children within their families and communities and to promote their development. It is important to note that the program was not intended to address poverty as a primary objective. It is intended, rather, as a rights-based program that has as a primary goal fostering orphans and other vulnerable children and supporting the development of their potential .

The FPE also focuses on the individual child since the amount of funds that a school receives are dependent on the number of children in the institution. The direct sponsorship may

influence retention because the child is cognizant of the assistance being provided and in a way works towards pleasing the donor especially where a relationship between them is established. One to one sponsorship helps establish a goal commitment to the child hence may have a relationship in Children School retention.

Sponsors in the one to one sponsorship usually have a relationship with the children and follow the academic progress of their beneficiaries and continued sponsorship is usually pegged on school retention with sponsors being constantly updated of the child's performance

2.7.2 Sponsor to family

Millions of children across the developing world are not in school and thousands more may never have the chance to attend. This has a serious impact on their future, as education can break the cycle of poverty, leading to more opportunities for them and their families. The family is an important unit in the development of a child and support accorded to the family may influence the Childs education directly or indirectly.

The Kenya government through the orphans program provides ksh 1000 per orphaned children in some selected districts in the country. Some nongovernmental organizations also provide support geared to improving the wellbeing of the family through provision of family education, availing income generating capital loans at low or at zero costs and provision of items meant for the general benefit of the family.

The household composition, arrangement, interaction and support play crucial roles in retention and completion. Structures in the home play very key roles that encourage and promote children's participation in schooling or conspire against it. The composition and structure of the household, (gender, size, education, health, and income of members, etc.), shapes access and retention (Al Samarrai and Peasgood, 1998).

A study on education access in South Africa on participation and dropping out reported that Children who live with their biological mothers are not very likely to drop out of school when Compared with those pupils whose mothers were living somewhere or who were bereaved (Grant and Hallman, 2006). Also, households that are headed by females place more emphasis on the education of their children (Al Samarrai and Peasgood, 1998).

The number of children that live in a household also affects retention. For example, where there are more children in the household with many of them being less than five years old, negatively affects the regular school attendance of girls (Glick and Sahn, 2000). The school going child especially the girl child may be called upon to cater for the young ones as the mother goes out in search of food or other needs.

Nekatibeb (2002) showed that household size and compositions interact with other factors to shape access and retention, Ersado (2005) argues that parents' education is the most consistent determinant of a child participation in education. It has been documented that the higher the education of the parent or the household head, the greater the chances of increased access, regular attendance and lower dropout rates.

Poor health of household members affects school attendance. For instance a pupil may be asked to stay at home to take care of parents, guardians and siblings should they fall ill. Girls are most affected which results in them staying out of school for long periods, taking care of relatives to the detriment of their studies.

Sponsorship intervention at the family level with the provision of parental education, household facilities and income generating capital go a long way in influencing children retention in school and this paper seeks to understand the influence of family support on retention of children in school.

2.7. 3 Sponsor to community

The child is a product of the community and the communities' culture and facilities may positively or negatively influence a child's retention in school. Some of our socio-cultural practices are a hindrance to development. In some communities, for example, the education of the girl child is not a priority. It is assumed that they will be married off and hence no need wasting resources on them. In others, especially the pastoralist cultures, only the boys who cannot look after cattle are sent to school. Again, some pastoralists like the Maasai, Samburu, Turkana and Pokots are nomads. They have no permanent homestead. Some of the communities take their girl children from school to marry them to old men. A girl as young as 13 years is married to an old man

Early marriage is a long-established practice in some communities and the law is fighting a difficult battle against the cultural practice. According to the Children Act of 2001 the rights of the child have been protected but the practice continues being practiced in some communities though not done openly.

2.8 The influence of the guardian participation in sponsorship decision making on pupils retention rates

The participation of parents can have a positive or negative effect on pupils' school retention. In most developing countries, girls do not receive the same educational opportunities as boys. Even when given the opportunity to be educated, the girls typically face formidable barriers to the completion of their studies. For example, while virtually all girls in Kenya are initially enrolled in primary school, approximately 65% of them drop out before completing Standard 8 (Forum for African Women Educationalists). Many of the barriers that girls face in striving to stay in school are either directly or indirectly related to reproductive health, sexual behaviour, and maturation. Some of the causes of school dropout in Kenya include early marriage, pregnancy, lack of gender appropriate facilities in schools (such as latrines), low self-esteem, lack of money, harassment by male teachers and fellow students, and the low value placed on the education of girls by their parents and society in general. The girl child may on a monthly basis miss schooling during her menstrual period if not provided with appropriate hygiene items. Due to ridicule they may eventual end up dropping out of school.

The involvement of parents can greatly mitigate the challenges that the girls go through hence increase their retention rates. Children according to sadker and sadker (1991) spend 87 percent of their time out of school under the influence of parents. As a result they have greater influence on them and the decisions they make on any sphere of their life. In agricultural areas it has been noted that the trend of children absenteeism has a particular trend where children absent themselves from school during the planting, weeding and the harvesting season. This is often done at the parent's request.

The ability of a student to become integrated into institutional life has been shown to be a key to retention. Institutions therefore plan activities around this notion to attempt to integrate or "fit" students socially and academically into the institution with varying degrees of success. The greater the congruence between the student's values, goals, and attitudes and those of the school, the more likely that the student will persist at the school as Tinto, (1987) noted.

Retention also begins with the admissions process. Admissions materials and personal contacts, and the expectations they build, can play a major role in a student's adjustment to the institution. Information provided to students must be realistic or students are going to be frustrated by the lack of congruence between themselves and the institution. The parent should be more involved in the process if higher retention rates have to be achieved

Parents who are more educated are bound to participate more in the running of the programs and consequently have a higher retention rate. Cope and Hannah (1974) argue that lower attrition rates reported by prestigious private schools and state-supported universities with national reputations are attributed to student self-selection and high involvement of the guardians. Bean (1982) feels that colleges should have outreach programs for parents and students. These programs should make parents and students aware of college programs and services and make them more involved.

It is also evident that absenteeism and temporary drop out were influenced by lack of strictness and proper monitoring from parents and in schools like cases where children don't go to school during first and second weeks of opening or after midterm.

Ersado (2005) argues that parents' education is the most consistent determinant of a child participation in education. It has been documented that the higher the education of the parent or the household head, the greater the chances of increased access, regular attendance and lower dropout rates.

Poor health of household members affects school attendance. For instance a pupil may be asked to stay at home to take care of parents, guardians and siblings should they fall ill. Girls are most affected which results in them staying out of school for long periods taking care of relatives to the detriment of their studies

In relation to gender, studies show that girl children drop out of school to look after younger Siblings at parents request (Brock & Cammish, 1997). Girls are found to be engaged in more duties that take them out of school than boys (Kane, 2004). In many contexts, girls take on a heavier workload within domestic/household settings, whereas boys are more likely to be involved in agricultural duties and the formal labor market though it can also be the case that girls are employed in traditional agriculture. In the rural areas the relatively high wages that male child laborers are able to earn has the effect of increasing the probability that boys will drop out, and decreasing the likelihood that girls will drop out (Appleton, 1991 cited in

Bredie & Beeharry, 1998). In addition, Rose and Al Samarrai (2001) state that in the case of Ethiopia while boys may be the first to be enrolled in school, in times of economic crisis, if waged employment is available, they may also be the first to be withdrawn. A study of education access in Ghana between 1994 and 1996, in two circuits in the south (Ziope and Amankwa) and one in the north (Fumbisi), reveals that child labour is the main reason that older pupils drop out of school (Fentiman et al., 1999). This is done at the request of the guardian or with their knowledge. The parent therefore plays a major role in the Childs school retention.

2.9 The influence of availability of mentors on pupils' retention in primary schools

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. A mentor can be an adult who, along with the parents, help young people bring out strengths that are already there. They are good listeners, compassionate and teach children how to live an honorable life. A mentor is not a foster parent, therapist, parole officer, or cool peer. The role of a mentor is to help them achieve their full potential. Enforcing competence, confidence, connection, character, caring, and contribution to self and society, help develop a child into a productive and respectful adult in later years

Empirical research has also shown that the lack of a single caring person in a child's school and family environment is a significant factor in the disadvantaged child's decision to drop out of school (Malinda, 2005). Add to that the fact that for many children from low-income families, there are no family member role models who have attended college to provide guidance to the children as to which courses to take in high school, available financial aid opportunities, and other considerations. Providing continuous one-on-one mentoring to children from poverty stricken families can address these factors.

All parents hope that their children will grow up healthy, happy, and productive. They aspire to have children who have the skills to contribute to their own well-being and to the well-being of their families and community. Children have the potential to succeed in life and contribute to society. However, not all children get the support they need to thrive. A mentor's main purpose is to help a young person define individual goals and find ways to achieve them. Since the expectations of each child will vary, the mentor's job is to encourage

the development of a flexible relationship that responds to the young person's needs. Using influence and resources as a decision maker, adults can bring new hope to young lives through the power of mentoring. Nearly half the population between 10 and 18 years of age - live in situations that put them at risk of not living up to their potential. Without immediate intervention by caring adults, they could make choices that undermine their future. The presence of caring adults offering support, advice, friendship, reinforcement and constructive examples has proved to be powerful tools for helping young people fulfill their potential.

Researchers point to the first year of teaching as being pivotal to teachers' futures in the field (Wasburn-Moses, 2005) recommend that new teachers be given mentors. Mentors can ease the transition process by offering support and suggestions. They can also serve as role models for finding satisfaction in teaching children who have special challenges (Stempien and Loeb, 2002). Mentors should be matched with novice special educators who can provide advice and direction in stressful situations (Wisniewski & Garguilo, 1997).

Mentoring develops children into young adults who have confidence, determination and self-awareness. It is also motivated by the African model where adult people walked alongside younger people and mentored them to become what society viewed as well adjusted, capable individuals. Mentoring in the African setting served psychosocial, spiritual, professional and educational goals.

2.10 Influence of Parental Social-Economic status and pupils' school retention in primary schools

Household income according to Croft (2002) is an important factor in determining access to education as schooling potentially attracts a range of costs, both upfront and hidden. He further explained that upfront costs include school fees while the more hidden cost include uniforms, travel equipment and the opportunity costs of sending a child to school. The household income is seen as a determiner of children and is it linked to a range of factors; when children start school, how often they attend, whether they have to temporally withdraw and when they have to dropout. Some research studies highlight the link between household income and how it interacts with dropping out from school. UNICEF 2005, Bruneforth, 2006 and Cardoso & Verner, 2007, whilst describing exclusions rather than dropout per se, paint poverty as 'the most common primary and contributory reason for students to be out of school.

According to Macionis Janssen and Benoit (2005), formal schooling and especially learning that is not directly linked to work is mostly available only to wealthy people. They further noted that all low - income countries have one trait in common when it comes to schooling. There is not very much of it. In the poorest nations in Africa only half of all children ever get to school and for the world as a whole, just half of children reach the secondary grade. As a result 15, 39, and 40 percent of Latin American, Asians and Africans are illiterate respectively. Hunter and May (2003) call poverty 'a plausible explanation of school disruption. Dachi and Garrett (2003) asked a series of question to parents and guidance about the financial circumstances surrounding a children school. On enrolment in Tanzania, virtually all households responding said the main barrier to sending children to school was financial and their inability to pay.

In a study of gifted dropouts by Renzulli and park (2000), they found out that the students they studied disliked school and felt disconnected from the groups in school. The further noted that in general, these pupils were from lower income families and had parents who were not as likely to monitor their school activities, and the gifted that had stayed in school were from high income families and had parents who were likely to monitor their school activities. Pryor and Ampiah's (2003) research on schooling in a Ghanaian village, found education as being regarded as a 'relative luxury' with many villagers considering education not worthwhile.

How people regard schooling and the importance placed on it at times might shape interactions between schooling, household income and dropping out. Poor household tend to have lower demand for schooling than richer household whatever the benefits of schooling, the costs, for them are more difficult to meet than is the case for richer household. Co cough (2000) describes the link between wealth and schooling retention in more detail. He noted that amongst those who had never enrolled; children at school were on average from better - off households than those who dropped out who were in turn form richer background than school-age children who had never enrolled.

Children in poorer homes drop out of school earlier, drop out in greater numbers, and fail to make the transaction to high schools compared to their peers in richer homes. Poverty takes a toll on students' school performance. Poor children are twice as likely as their more affluent counterparts to repeat a grade; to be suspended, expelled, or drop out of high school.

2.11 The influence of Family type and pupil's school retention in primary school

A commonly used phrase, but one that has the ring of substantial truth, is that parents are their children's first teachers. The home environment shapes a child's initial views of learning. Parents' beliefs, expectations, and attitudes about education and their children's achievement have a profound early impact on students' conceptions of the place of education in their lives. What parents think about the importance (or unimportance) of doing well in school is often mirrored in student results. A study by the Metropolitan Life Insurance Company found that nearly all students (97%) who earned mostly A's and B's on their report cards reported that their parents encouraged them to do well in school. Among students who earned mostly C's, nearly half (49%) said they received little parental encouragement.

Children according to Sadker and Sadker (1991) spend 87 percent of their time out of school under the influence of parents. As a result they have greater influence on them and the decisions they make. The changing nature of the family affects schooling access. In the olden days teachers sent letters addressed to dear parents, this was an indication of the important role the parent was playing in this child's education. This has greatly changed with the changing family set up. Six family types can be singled, the nuclear, extended, the single-parent, the blended, cooperative and family without children. According to Carlson (1991) the number of single parent families has increased by about 30% across the world. This is likely to be more in Africa. O'Neil (1991) also added that more than half of children born today will spend at least part of their childhood years in a one parent home. Davis (1991) also noted that significant adults in many children's lives are not their parents at all, but grandparents, aunts, uncles, brothers, sisters, or neighbors.

According to Sadker and Sadker (1991) one out of every six American families is a stepfamily and about one in three children lives in a step family. He added that these families are created when divorced parents remarry. Step families consist of biological relationships with stepparents, stepsiblings, multiple set of grandparents and what often becomes a confusing array of relatives from old and new marriages; this has made communication and collaboration more difficult than ever and is a likely cause of school dropout. Anderson, Logio & Taylor (2005) speaking on post divorce and single parent stated that, one of the major tasks facing parents in divorce is that of determine children living arrangements, as family members separate into two households. Most children decisions occur with little discussion between the parents. This put children at risk of dropping out of school. Divorcing parents

find it difficult to take the time and explain trouble required to negotiate with children over task assignments and joint plans. Under these conditions of diminishing parenting, children tend to become bored, moody and restless and feel misunderstood; these reactions lead to increase in behaviors that irritate their parent and mutually cohesive cycles ensure. Amato & Booth (1996), however, noted that, majority of children seem to cope with and adapt well to the change in their parents marital status even though they may well have to cope with multiple adverse circumstances. According to Herbert (1996), the family deficit theory views the nuclear or two parent families as the ideal family structure and their parenting as not bad for children. The theory sees the absence of the other parent as a deficit to the family since his services would be missed, thus, presents a lot of challenges to the children and the other parent. Anderson et al (2005) has stated that, research attention on step-parenting has increased dramatically in the past as divorce and remarriage rate have escalated and remain high. He further explained that, remarriage of a divorced parent and creations of a step family entail numerous disruptions and tradition. These may include children dropping out from school.

Rice (2002) also noted that, complex histories and multiple relationships make adjustment difficult in a step family. Conger & Chao (1996) added that, children in divorced families are more likely than children in non-divorced families to have academic problems, to show externalized problems (such as acting out and delinquency) and internalized problems (such as anxiety, and depression) to be less socially responsible, to have least competent intimate relationships, to drop out of school, to become sexually active at an early age, to take drugs, to associate with anti-social peers and to have low self - esteem. But it must be remembered that, majority of children in divorced families do not have significant adjustment problems. Children in step-families show more adjustments problems than children in non-divorced families; the adjustment problems are similar to these in divorced children academic problems and low self-esteem. Sweeney (2003) noted that, children's depressive symptoms increased in the first years after a step family was formed but the longer they were in the step family, the fewer depressive symptoms they had. Walton (2005) finds the family unit to be a system in which no element can act independently. Hence, the action of one individual demands the reaction of the other in the unit. Therefore, the absence of one element affects the functioning of the other elements.

2.12 The influence of School policy on pupil's retention in school

School policy may influence the retention of pupils in school. Research shows that teacher attitudes towards pupils are linked to dropout. From their research in Ethiopia, Colclough et al. (2000) found that teachers were more positive about the participation, interest and intelligence of boys rather than girls. In some cases, this is because they believe that girls will drop out early, an attitude that can then become a self-fulfilling prophecy (Ames, 2004). In their study of Guinea, Glick and Sahn (2000) argue that the school environment and classroom conditions in general seem to be less conducive to effective learning of girls than boys. However, in other contexts, education practices have been found to be more likely to exclude boys (Hunter & May, 2003).

The use of corporal punishment is practiced by teachers in many countries; it has been discouraged in Kenya and legal in others countries though with varying degrees of restriction. Boyle et al. (2002) suggest that beating and intimidation “*affect children's motivation to attend school.*” As a result of the caning and accompanying humiliation pupils suffer at the hands of their teachers, the former gradually become less motivated to go to school the issue of bullying from fellow pupils may also exacerbate the precarious situation of children already suffering from corporal punishment by teachers, inciting them to drop out. In some studies, gender based violence in school has also been negatively correlated with educational access, although it has not been directly linked to dropout (Dunne et al., 2010; In terms of the majority of dropout cases in Narkwa and Kyeakor, it emerged that children abandoned their education at the point when the school system and conditions within it failed them. A study by UNESCO found there was a teacher factor in child school dropout, ‘school-related child labour’, and school policy on ‘repetition, readmission and discipline’ (UNESCO, 2007).

2.12.1 The Influence of Teachers on pupil's school retention rates

Teachers play a critical role in the lives of schoolchildren; and it appears that in schools. The lack of teachers, teacher absenteeism, and teachers' attitudes to those pupils who may have been at risk of dropping out of school all conspire to incite the termination of pupil attendance. In cases where the teacher child ratio is not conducive for provision of individual attention to the child then drop out could be more probable. In addition to insufficient teacher numbers, teachers who were supposed to be teaching often absent themselves which lowers children attendance morale because there is no regular teaching.

UNESCO in their research quotes;

'Gacer, the 13 year-old girl who had dropped out of class four because she did not have a school uniform, said: There was no teacher for our class, so teachers from other classes came to teach us; but there were times when we went to school and for three days, no teacher came to our class to teach – sometimes other teachers came to cane us for making a noise ... It is just a waste of time and it is better to stay at home and do something else.'

From the foregoing it seems that there is a strong correlation between dropout and the teacher factor. It is likely that the lack of teachers and teacher absenteeism provided the critical impetus to push children already at risk of absenteeism

2.12.2. The influence of Teacher Unavailability on pupil's retention

The availability of the teacher may influence pupil's absenteeism and drop out in schools. In the case of some older children who had dropped out of school, it appears that they withdrew because there was no regular teacher for their classes. In a research conducted by UNESCO a 13 year-old girl who had dropped out of class four because she did not have a school uniform was quoted:

"There was no teacher for our class, so teachers from other classes came to teach us; but there were times when we went to school and for three days, no teacher came to our class to teach – sometimes other teachers came to cane us for making a noise ... It is just a waste of time and it is better to stay at home and do something else." UNESCO (2007)

From the foregoing is clear that availability of teachers in a school may influence pupils retention in school .this paper seeks to find the influence of teachers' un availability on pupils retention.

2.12.3 The influence of Grade retention on pupil's retention in school

The practice of holding students back in the same grade for an extra year if they fail to achieve a promotion requirement is used in many developing Countries. Where repetition rates often reach average levels of about 30% (UNESCO 2008). Retaining students has important consequences, this widespread practice is very expensive, since all the costs of schooling increase with schooling duration, and each repeating child needs to be enrolled

one more year to achieve a given grade. Every repeater has the same economic effect as enrolling an additional student at that grade and subsequent grades and either leads to a pressure on public finances through the additional demand for teachers, classrooms, desks or to compromising school inputs like through larger class size. Opponents to grade retention contend that it negatively impacts on the individual by stigmatizing repeaters and harming their self-esteem, by impairing peer relationships and generally alienating the individual from school, which may increase probability of dropping-out of school and negatively impacts on academic performance. Furthermore, repetition makes students entering the labor market late, which poses substantial monetary cost on the student over the life-cycle. In contrast, proponents argue that repetition can improve academic achievement by exposing low performing students to additional teaching and allowing them to catch up on the curriculum and study content. That is why the consequences of grade repetition should be seriously evaluated on how it influences retention rates.

2.13 Conceptual Frame work

Figure 2: Conceptual Framework

Independent variables

Amount of sponsorship funds

- 1 and less than 15 dollars per child
- 15 and less than 20 dollars per child
- Above 21 dollars per child

Mode of sponsorships

- Sponsor to student
- Sponsor to family
- Sponsor to community

Scope of sponsorship

- School fees provision only
- School facility provision only
- School feeding provision only

Guardians' participation in sponsorship

- Involvement in decision making

Moderating variables

Child's schools performance

- Poor
- Average
- Good

Family background

- Single family
- Orphaned
- Child headed

School policy

- Pupil repetition is sanctioned

Dependant variable

Primary school retention rate

- Absenteeism rate

Intervening variable

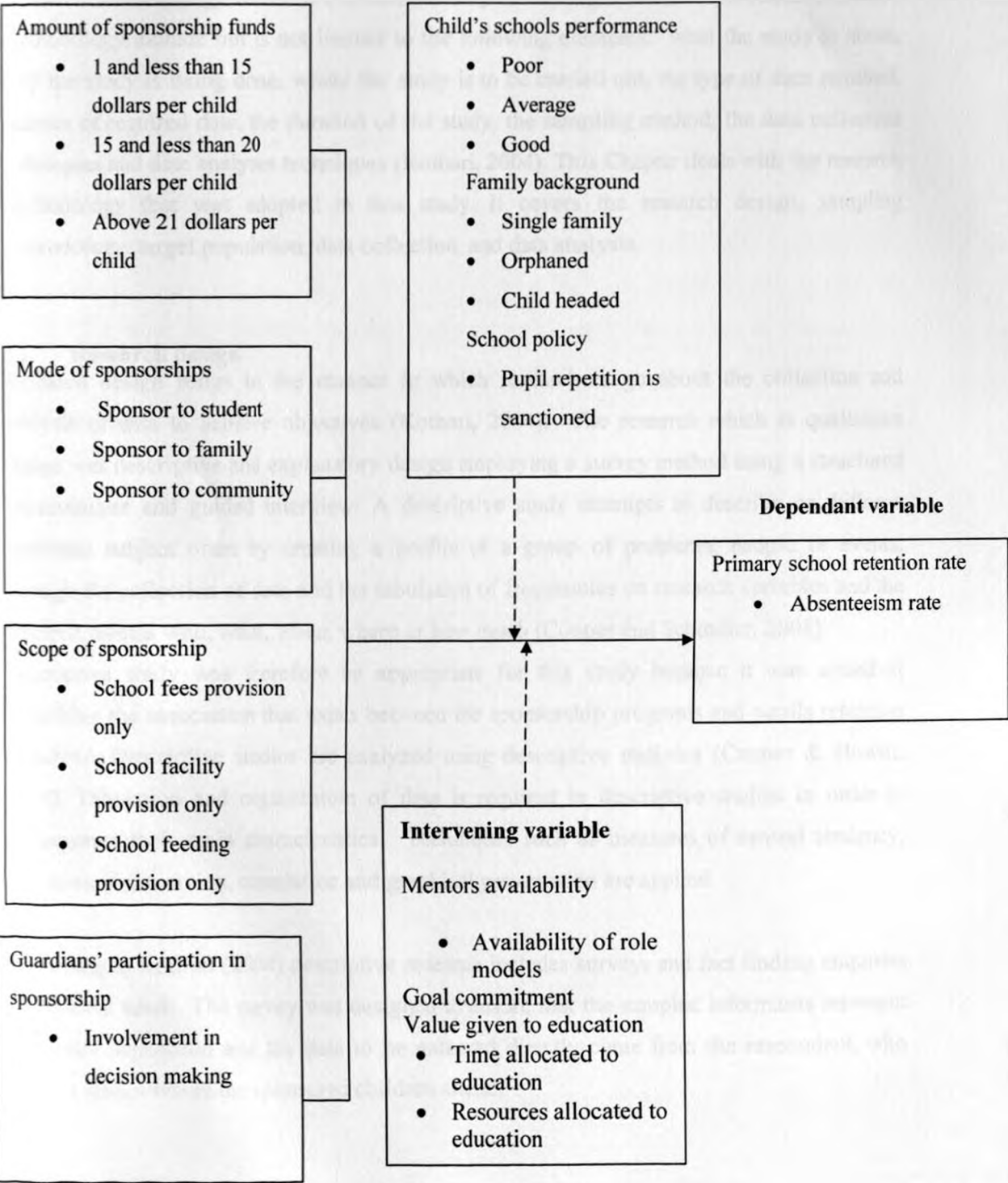
Mentors availability

- Availability of role models

Goal commitment

Value given to education

- Time allocated to education
- Resources allocated to education



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Research Methodology refers to a systematic way of solving a research problem. Research methodology include but is not limited to the following elements: what the study is about, why the study is being done, where the study is to be carried out, the type of data required, sources of required data, the duration of the study, the sampling method, the data collection techniques and data analyses techniques (Kothari, 2004). This Chapter deals with the research methodology that was adopted in this study. It covers the research design, sampling methodology, target population, data collection, and data analysis.

3.2 Research design

Research design refers to the manner in which researchers go about the collection and analysis of data to achieve objectives (Kothari, 2004). The research which is qualitative design was descriptive and explanatory design employing a survey method using a structured questionnaire and guided interview. A descriptive study attempts to describe or define a particular subject often by creating a profile of a group of problems, people or events, through the collection of data and the tabulation of frequencies on research variables and the research reveals who, what, when, where or how much (Cooper and Schindler, 2001).

Descriptive study was therefore be appropriate for this study because it was aimed at describing the association that exists between the sponsorship programs and pupils retention in school. Descriptive studies are analyzed using descriptive statistics (Cramer & Howitt, 2004). Tabulation and organization of data is required in descriptive studies in order to demonstrate their main characteristics. Techniques such as measures of central tendency, measures of dispersion, correlation and graphical presentation are applied

According to Kothari (2004) descriptive research includes surveys and fact finding enquiries of different kinds. The survey was designed to ensure that the sampled informants represent the entire population and the data to be gathered directly came from the respondent, who heads a school where the sponsored children attend.

The research design used was both exploratory and formal, both descriptive and comparative techniques were applied since it required the respondents to describe the phenomenon as well as compare the outcomes. It was therefore appropriate for this study because it was aimed at describing the association that exists between the sponsorship programs and pupils retention in school. Descriptive studies are analyzed using descriptive statistics (Cramer & Howitt, 2004). Tabulation and organization of data is required in descriptive studies in order to demonstrate their main characteristics. Techniques such as measures of central tendency, measures of dispersion, correlation and graphical presentation are applied.

3.3 Target population

Population refers to all units of a particular type of entity. Population may be limited by geographical location or any other characteristic such as age and gender (Cramer & Howitt, 2004). The study targeted the population of children currently sponsored and the teachers, who are actively involved in managing the schools where the sponsored children attend in Mutomo District, Kitui County.

The researcher targeted pupils who are under the sponsorship programs. In Mutomo District, we have 59 primary schools with 25 having sponsored children; a total population of 3000 have been sponsored. The target population of this research involved 25 primary schools with a total of about 3000 pupils who were currently under sponsorship.

Table 3.1: Target Population

Population category	No of children sponsored	Population frequency	Population category	No of children sponsored	Population frequency
Yisumbu Primary	151	1	Munathi Primary	109	1
Yanzati Primary	176	1	Ikanga primary	177	1
Yaathi Primary	121	1	Mesilya Primary	97	1
Yaana Primary	8	1	Kyoani Primary	211	1
Vote Primary	113	1	Kyatune Primary	187	1
Vengeleni Primary	151	1	Kyandula Primary	116	1
Syomithumo Primary	177	1	Kitoo Primary	157	1
Semea Primary	79	1	Kiangu Primary	210	1
Enzou Primary	101	1	Kathithu Primary	172	1
Ngawuni Primary	127	1	Kasundu Primary	51	1
Mvuko Primary	113	1	Kanguli Primary	101	1
Mutuni Primary	78	1	Kamuluve Primary	27	1
			Kamuluve Primary	36	1

3.4 The sample size and sampling design

Cramer and Howitt (2004) states that a sample is a representative number of entities drawn from a pre-determined population under study by using the relevant sampling techniques. The authors further argue that the question of an appropriate sample size depends on a number of factors. It includes the expectations of the researcher, particularly the precision required and other variations within a population. The sample consisted of all the 25 head teachers where the sponsored children attend.

In the analysis of the sponsored pupils, cluster sampling was first employed. Mutomo district is formed by 5 divisions which formed the 5 stratum and from each stratum one school was sampled randomly from where the attendance was compared. From the sampled school in each stratum 10 children were selected randomly and they formed the group from which focused group discussion took place. The children so sampled, their parents were also involved in a focused group discussion. In total 50 pupils and 50 caregivers were sampled.

Table 3.2: Sample Size

Division	No of schools Per stratum	No sampled Schools
Ikanga	5	1
Mutomo	6	1
Voo	6	1
Kanziko	5	1
Mutha	4	1
Total	25	5

Each stratum was allocated a sample which is proportional to the total population.

3.5 Sampling technique

There are essentially two broad methods of collecting a sample. These are the non-random and the random. The non-random may also be referred to as judgmental while the random may be referred to as the probability sampling (Levin & Rubin, 1997). The judgmental sampling is based on the researcher's knowledge and opinion. Non-random sampling is open to bias and sample characteristics cannot be generalized to the population. In random sampling, each entity has an equal chance of being selected. The advantage of random sampling is that sample characteristics can be generalized to the population, although with a margin of error (Levin & Rubin, 1997). Random sampling can further be divided into simple random and stratified random sampling. In simple random sampling, every entity in the population has an equal chance of being selected while in stratified random sampling, the population is first grouped into similar characteristics and then simple random sampling is applied.

The researcher employed purposeful sampling and identified all head teachers where the sponsored children attend as the primary informants. This study also applied the use of stratified random sampling of the population. The pupils were first grouped in terms of similar characteristics, those that are actively benefiting from the sponsorship programs and those who are not and into specific strata's based on school location. Stratified random sampling helps to deal with the weakness of simple random by grouping the population in terms of characteristics that can be accessed from the sampling frame (Cramer & Howitt, 2004).

A total of 25 questionnaires were distributed to the head teachers from where the sponsored children attend school within Mutomo.

3.6 Types of Data

There are two types of data, primary and secondary data. Primary data is that which is collected afresh and for the first time, and thus happen to be original in character, for example responses from subjects. The secondary data is that which has already been collected by someone else and has already gone through some statistical process, for example reports (Kothari, 2004). This study primarily made use of both primary data and secondary data. The primary data was information that was gathered from interviews. Primary informants included the head teachers of the schools where the sponsored children attend. The secondary data was analysed from the children attendance registers from the various schools that the sponsored children attend school which will had been sampled.

3.7 Data collection tools

There are different ways of collecting primary and secondary data. Other methods of collecting data include observation, which may either be direct, structured or unstructured, participatory or non-participatory, controlled or uncontrolled. Another method of data collection includes interviews. Interviews may be Structured or Unstructured. Structured interviews involve the use of a set of predetermined questions and of highly standardized techniques of recording whereas unstructured interviews are characterized by a flexibility of approach to questioning. Unstructured interviews do not follow a system of pre-determined questions and standardized techniques of recording (Kothari, 2004).

Questionnaires and interview guides were used to collect primary data which contained both closed-ended and open-ended questions. Closed-ended or structured questions give a respondent a limited and pre-determined response options to choose from. The advantage of structured questions is that they are easier to analyze but they leave no room for other possible responses. Open-ended questions are more difficult to analyze but they act as control questions and help to validate reliability of responses to structured questions (Kothari, 2004). Key informants were interviewed in order to clarify and get their opinions based on their experiences and fields of expertise. The questionnaire used in the study was developed and organized based on the research objectives; it was structured and divided into three parts as per the research objectives. 25 questionnaires in total were produced and distributed.

3.8 Data collection procedures

The data collection procedure involved, making the necessary arrangement with the school administration and area Education office, booking appointments with the necessary key informants. It also involved the preparation of data collection instruments. The final activity involved retrieval of instruments after collection, coding and editing the material collected in preparation for analysis. Duration of data collection was 4 weeks.

3.9 Data analysis

The data collected was edited to eliminate mistakes so as to ensure consistency. The data was also be coded and analysed using the Statistical Package for Social Sciences (SPSS) and EpiInfo for the non structured questions. The data was then classified into meaningful categories to assess whether any association between the variables existed. The data was tabulated to capture some pertinent details in the questionnaires. This helped in facilitating the process of establishing any patterns or relationships that existed. Other statistical tests such as chi-square and cross tabulation were done to identify whether there were correlations between certain selected variables. The qualitative data received were analysed using content analysis and presented thematically.

3.10 Validity of the Instrument

Validity is a measure of how well a test measures what it is supposed to measure (Donald & Delno, 2006). In order to ensure that the test measures what it was supposed to measure, the questionnaire was reviewed by peers. The project researcher supervisor who is an expert also

read it and made suggestions that were incorporated in it. It was then presented to a team of other lecturers during proposal defence.

3.11 Reliability of the Instrument

Reliability refers to the degree, to which an instrument supplies consistent results (Mbwesa, 2006). Descriptive survey design ensured that the procedures used were well documented and could be repeated with the same results over and over again for reliability.

Triangulation was also used in order to increase reliability. A pilot was conducted to ensure the tool yielded reliable results also similar questions were be asked twice within the tool in different ways and the response compared.

3.12 Data analysis and presentation

The data was analyzed using descriptive statistics. Data editing and coding of all the questionnaires was done in order to come up with frequencies based on the questions asked from which data presentation was done. The data was then summarized and presented using tables and bar charts. The measures of central tendency; mean and mode were calculated and simple correlation done. SPSS and Epi Info was used to analyze and present the data.

3.13 Ethical Considerations

This project I was done under the guidance of experts from the University of Nairobi. Permission was sought from the Ministry of Education, Mutomo District Education Office to carry out the study. Authority from the University of Nairobi and from the respondent was sought. There was ensured that there was confidentiality of data collected. The questionnaire were validated by research experts and no question was perceived to affects psychology of the respondents. The study followed research procedures.

3.14 Expected Output

The purpose of this study was to investigate the influence of sponsorship programs on pupils' retention rate in primary schools. The findings will inform the organizations that run the sponsorship programs in the district on the gaps that need consideration in policy formulation and implementation so as to improve the retention levels.

3.15 Operational definition of variables

This topic tried to link the specific objectives of the study with their indicators. The means of measuring and the measuring and measuring scale were discussed.

Specific Objective	Indicator	Measurement Method	Measurement Scale
1. To identify the factors influencing the performance of the employees.	Employee Performance	Self-rated performance scale	Likert Scale (1-5)
2. To identify the factors influencing the job satisfaction of the employees.	Job Satisfaction	Job Satisfaction Scale	Likert Scale (1-5)
3. To identify the factors influencing the organizational commitment of the employees.	Organizational Commitment	Morgan and Hunt's Organizational Commitment Scale	Likert Scale (1-5)
4. To identify the factors influencing the turnover intention of the employees.	Turnover Intention	Turnover Intention Scale	Likert Scale (1-5)
5. To identify the factors influencing the organizational citizenship behavior of the employees.	Organizational Citizenship Behavior	Organizational Citizenship Behavior Scale	Likert Scale (1-5)

Table 3.3: Operationalization of Variables

Objective	Variable	Indicators	Measurement	Scale	Type of research	Data collection method	Type of analysis
Establish the influence of sponsorship programs on pupils retention rates in primary schools.	Dependent *primary school retention rates Access and management of the fund.	<ul style="list-style-type: none"> Days of absenteeism 	No of days a pupil is absent in school per month	ordinal	Survey Survey	Questionnaires	Descriptive
	Independent Variable. 1. Amount of sponsorship funds	<ul style="list-style-type: none"> funds received per child per month frequency of distribution 	Amount of dollars per child Number of times in a year	Ordinal	Survey	Questionnaires Questionnaire	Descriptive
	2 Mode of sponsorship.	<ul style="list-style-type: none"> Sponsor to student Sponsor to family. sponsor to community 	Type of sponsorship	nominal	Survey Survey	Questionnaire	Descriptive

Objective	Variable	indicators	Measurement	Scale	Type of research	Data collection method	Type of analysis
	3 Scope of sponsorship	<ul style="list-style-type: none"> • School fee provision only. • School facility provision only. • School feeding program only. 	Method of sponsorship	Nominal	Survey	Questionnaire	Descriptive
	4Guardian participation	Involvement in decision making	Level of participation	Ordinal	Survey	Focused group discussion	Descriptive

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter presents the data analysis and interpretation. The chapter is divided into two major parts. Part one presents the demographic information of the respondents. Part two presents the analysed data in relation to the research questions.

4.1 Social Demographic Characteristic of Respondents

The study was conducted in 25 schools in Mutomo Kitui County with head teachers and deputy head teachers representing the schools. 10 pupils and their guardians from each cluster also participated in focus group discussions independently from each cluster. Triangulation of both qualitative and quantitative data was used in the study. Quantitative data was analysed using descriptive statistics involving frequency distributions, measures of central tendencies and presented using tables and charts. Qualitative data was presented through narrations in thematic areas.

4.2 Main Respondents of the study

Head teachers and deputy head teachers of participating schools were the main respondents in the study representing views and opinions from participating schools.

Out of the 25 respondents, 60% were head teachers in while 40% were deputy head teachers in the schools as shown in the figure above. The respondents had enough knowledge of the area of study undertaken as discussed in the sampling procedures.

Table 4.1: Cross Tabulation of Length of Teaching at the School and Respondent's Length Teaching at the

School	Respondent Position				Total	
	Head Teacher		Deputy Head Teacher		Count	Percent
	Count	Percent	Count	Percent		
Unknown	0	0	1	10.0%	1	4.0%
Less than a Year	2	13.3%	0	0.0%	2	8.0%
1 to 3 Years	4	26.7%	6	60.0%	10	40.0%
4 to 6 Years	6	40.0%	1	10.0%	7	28.0%
More than 6 Years	3	20.0%	2	20.0%	5	20.0%
Total	15	100.0%	10	100.0%	25	100.0%

The head teachers represented 60% of the respondents while deputy head teachers 40% other respondents included ten children and their guardians/caregivers who participated in the focus group discussion independently.

4.2.1 Respondent Position and Length of Term in the School

As shown in the table below majority of the respondents have worked in the schools for one to 3 years according to 40% of the respondents; 28% between 4 to 6 years; 20% more than 6 years; 8% less than a year while 4% of them had worked for an unknown number of years.

4.2.2 Schools participating in the Study and Number of Organization sponsoring Pupils in the school

The total number of schools participating in the study was 25 as mentioned before. Majority (13) had one organization sponsoring children in the school, 8 had two organizations, and 3 had three organizations while only one had four organizations sponsoring pupils in the school. None had more than four

Table 4.2: Crosstab of Name of School and Organizations Sponsoring Pupils in the School

Name of School	Organizations Sponsoring Pupils in the School				
	One	Two	Three	Four	Total
Not Named	1	0	0	0	1
Enzou Primary School	1	0	0	0	1
Kakunio Primary School	0	0	0	1	1
Kamuluve Primary School	1	0	0	0	1
Kanguli Primary School	1	0	0	0	1
Kasundu Primary School	0	1	0	0	1
Kathithu Primary School	0	0	1	0	1
Kiangu Primary School	1	0	0	0	1
Kitoo Primary School	0	1	0	0	1
Kyandula Primary School	0	0	1	0	1
Kyatune Primary School	0	0	1	0	1
Kyoani Primary School	0	1	0	0	1
Mesilya Primary School	1	0	0	0	1
Munathi Primary School	1	0	0	0	1
Mutuni Primary School	1	0	0	0	1
Mvuko Primary School	0	1	0	0	1
Ngawuni Primary School	1	0	0	0	1
Semea Primary School	0	1	0	0	1
Syomithumo Primary School	0	1	0	0	1
Vengeleni Primary School	1	0	0	0	1
Vote Primary School	0	1	0	0	1
Yaana Primary School	1	0	0	0	1
Yaathi Primary School	1	0	0	0	1
Yanzati Primary School	1	0	0	0	1
Yisumbu Primary School	0	1	0	0	1
Total	13	8	3	1	25

N; 25

4.2.3 Number of Pupils currently Sponsored in the Schools

Majority of the schools interviewed (48%) indicated that they had less than 20 pupils sponsored in the schools, 24% had between 21 to 50 pupils sponsored in their schools, 16% had between 51 to 110 children sponsored by different organizations, 8% had more than 110 pupils in sponsorship while only 4% had between 81 to 110 pupils sponsored in their schools as shown in the table 4.3.

Table 4.3: Number of Pupils Sponsored in the School

	Frequency (n)	Percent
Less than 20	12	48.0
21 to 50	6	24.0
51 to 80	4	16.0
81 to 110	1	4.0
More than 110	2	8.0
Total	25	100.0

N; 25

4.2.4 Influence of Sponsorship on Pupils Retention rate

All 25 respondents felt that sponsorship has an influence on pupils' retention rate. This was also echoed in the focus group where both the children and the guardians felt that sponsorship has influence on retention rates.

4.3 Influence of mode of sponsorship on pupil's retention rate in primary schools

The first objective of the study was to assess the influence of mode of sponsorship on pupil's retention rate in primary school. Three aspects were measured: sponsorship to pupils, sponsorship to family and sponsorship to community as discussed in the following section.

4.3.1 Sponsorship to Pupil

Sponsorship to pupils was rated by majority of the respondents as average and somehow ensured retention of pupils in schools although 24% felt it greatly influenced retention, 8% felt it did not influence wholly, another 8% felt it influenced to a very great level. On the overall level sponsorship to pupils as a mode of sponsorship influenced retention of pupils on a score of 66.7% as shown in table 4.4.

Table 4.4: Sponsor to pupil kind of sponsorship

	Frequency (n)	Percent
Low	2	8.0
Average	14	56.0
Great	6	24.0
Very Great	2	8.0
Total	24	96.0
Missing System	1	4.0
Total	25	100.0
Mean Score	3.33	66.7

N; 25

From the qualitative responses the mode of sponsorship to pupil influences the rate of retention of pupils in various ways. This includes catering for the basic needs of the child like shelter, clothing and food; helping children access school uniforms; paying school fees and other needs. According to the responses this increase the child's intrinsic motivation to learn; caters for requirements that would have otherwise made the children sent home and lead to absenteeism and improving the child's academic performance. It also makes sure the sponsorship amount reaches the pupil in time and in full and it helps meet the needs of the pupils. Further the one to one sponsorship on the child ensures the child is mentored and is encouraged, gets new hope to continue with school and at the end the pupil's retention rate is improved due to the individual support they receive.

This was also echoed by the guardians who noted that due to the constant communication involved between the individual child and the sponsor in the Sponsor to individual pupil mode of sponsorship, the child remains very active in school and thus is motivated to remain in school, perform well in academics so as to impress the sponsor by having a good academic performance. Again the child knows that a friend somewhere is watching his or her performance and thus the child cannot dare leave school.

4.3.2 Sponsorship to Family

The level of influence sponsorship to family on pupil's retention was scored at 65.6% overall with majority of the respondents (32%) indicating that sponsorship to family as a mode of

sponsorship made moderate influence, 24% said it had a great influence, 20% had a great impact, 16% felt the influence was very low while 8% felt it was low

Table 4.5: Sponsor to family kind of sponsorship

	Frequency (n)	Percent
Very Low	4	16.0
Low	2	8.0
Moderate/average	8	32.0
Great	5	20.0
Very Great	6	24.0
Total	25	100.0
Mean score	3.28	65.6%

N; 25

From the qualitative data the mode of sponsorship majority of the respondents felt that sponsorship to family has influenced pupil's retention rate through increased knowledge on income generating activities such as animal keeping, farming and others which has improved household income, provided for basic needs of the pupil and families are able to pay school levies for the child hence increasing retention. This was seen as better than the one-on-one sponsorship to a specific pupil as it reduces sibling rivalry, enables the whole family to be supported and increases the confidence level of the parents that they are able to provide for their children. It also creates a good environment for the children to grow since all the needs are provided with although this mode of sponsorship can be misused if the head of the family is irresponsible and will not benefit the pupil very much.

From the focus group discussion the guardians noted that sponsorship to family is mostly beneficial if the family in question values education, the children can remain in school since most of the needs will be catered for at the family level and this means high retention rates in the primary schools. If the family that does not have much value for education they can use the funds to address other domestic problems instead of putting education at the fore front. For example in times of sickness the funds available can be used to pay the hospital bill, in

times of famine the family can decide to purchase food. This means that retention rates will be low in the primary schools.

4.3.3 Sponsorship to Community

Another mode of sponsorship that influences pupil's retention is sponsorship to community. Many organizations use this mode of sponsorship as a way of improving the lives of the people through community activities that would lead to increased retention of pupils in school.

From the qualitative analysis, this mode of sponsorship leads to poverty reduction in the community thus the community is motivated to support education of children. It ensures community ownership in ensuring children attend school and the various projects reduce poverty levels in the community helping the community meet the needs of children in school. This mode of sponsorship was also seen to increase community awareness on the importance of education. Also by building the life of the child you indirectly uplift the life of each member of the community and therefore the child is psychologically settled to move with the rest of the community for healthier interactions.

Further as shown in the table below, 36% of the respondents felt this mode of sponsorship played a moderate influence on pupil's retention, 28% felt it played little, 12% respectively felt it played either very little, highly or very highly. On a general score this mode of sponsorship played 56.8% influence on the retention of pupils in school.

Table 4.6: Sponsorship to community

	Frequency (n)	Percent
Very Low	3	12.0
Low	7	28.0
Average	9	36.0
Great	3	12.0
Very Great	3	12.0
Total	25	100.0
Mean Score	2.84	56.8

N; 25

This therefore means the community is empowered and this raises the retention rates in primary schools. The empowerment can be economically whereby the income of the members of the community raises and they get to a position where they can support their children in primary schools. It can also be in a form of enlightenment where the community gets to understand the need for quality education and now they can keep their children in schools thus leading to high retention rates (FGD with guardians).

4.3.4 Comparison of Means of Mode of Sponsorship and Influence to Sponsorship

This objective measured the influence of mode of sponsorship on pupils' retention rate. The mode of sponsorship influences pupils' retention at an average score of 3.12 as shown below. This means other factors play an important role on retention rate other than the mode of sponsorship.

Further in terms of mode of sponsorship, sponsorship to pupils was more favoured and preferred to sponsorship to either family or community. The mean score for sponsorship to pupil (3.33) was higher than that of sponsorship family (3.28) and sponsorship to community (2.84). This also indicated the order of preference in terms of sponsorship. Most of the responses from qualitative data and in the FGD indicated that the preference was due to its nature as stated earlier where sponsorship to pupils' had more direct benefit to the child, could easily be managed by the school and reduced chances of mismanagement by family or community who might not have interest in education of pupils.

Table 4.7: Comparison between means of Mode of sponsorship

	N	Minimum	Maximum	Mean	Std. Deviation
Sponsorship to pupil	24	2.00	5.00	3.3333	.76139
Sponsorship to family	25	1.00	5.00	3.2800	1.36991
Sponsorship to community	25	1.00	5.00	2.8400	1.17898
Overall	25	1.00	4.67	3.1200	.88129
Valid N	24				

4.4 Influence of Guardians' Participation in Decision Making In the Sponsorship Program on Pupils' Retention Rate in Primary Schools

Guardian participation has a great influence in decision making in the sponsorship programme on pupils' retention rate. Where the guardian participates in decision making in the sponsorship, majority of the respondents felt it had a great influence (44%), 20% felt it had a very great influence, another 20% felt it moderately influenced the retention rate while 12% and 4% respectively felt it had little or very little influence. On the whole, guardian participation in decision making in the pupil's sponsorship programme played a major role as scored at a high of 78.2% which showed its importance in increasing retention of pupils in school as shown in the table 4.8.

Table 4.8: Guardian participation in Decision Making in Sponsorship Program

	Frequency (n)	Percent
Very Low	1	4.0
Low	3	12.0
Average	5	20.0
Great	11	44.0
Very Great	5	20.0
Total	25	100.0
Mean Score	3.64	78.2

Further qualitative analyses showed that guardian involvement is indeed important in pupils' retention rate. It was noted that when guardians participate in the child's education he/she is able to identify the key problematic areas as pertains to learning and hence the sponsorship is directed to areas child's of weaknesses. Parents are also able to ensure their pupils are in school throughout the year and term through follow up and support in sponsorship of areas not covered in school. They are also the best guardians and counsellors for the child and their active participation ensures that the child is mentored, performs well and is assisted appropriately hence high retention of the pupils in school.

The guardians also noted that if they are firm on their decision, they can influence the child to remain in school and encourage them to continue in education.

4.5 Influence of scope of sponsorship on the pupils' retention rate in primary schools

The influence of scope of sponsorship on pupils' retention was the third of this study. Three aspects were measured as discussed in the following sections.

4.5.1 Sponsorship through School Fees

Sponsorship through school fees was considered by majority to have an average effect on pupils' retention according to 36% although 20% felt it had a low influence, 16% felt it had a very low influence 12% and another 12% respectively either had a great or a very great influence as shown in the table above. This was approximately scored on an average mean score of 64.2% (3.20) indicating that this scope of sponsorship had a slightly high influence on pupils' retention. This is because as analyzed from the qualitative data the payments of school fees are done directly to schools so that they can be able to come to school consistently without being chased due to school fees non-payment. It also allows teacher pupil contact hours, it is pupil centered increasing their performance which encourages children to stay in school. The school fees paid also leads to development of the schools which is a good environment for learning.

Table 4.9: Sponsorship through school fees

	Frequency (n)	Percent
Very Low	4	16.0
Low	5	20.0
Average	9	36.0
Great	3	12.0
Very Great	3	12.0
Total	24	96.0
Missing System	1	4.0
Total	25	100.0
Mean Score	3.20	64.2

Despite this, retention in school may be lowered if the family is poor since the parents may hold their children home to take care of younger ones as they toil for food as it does not provide for the other basic needs of the children at home and also in school such as school fees, project funds, food among others.

4.5.2 Sponsorship through School Facility

Sponsorship through school facility is influential as it provides and creates a smooth environment for the pupils. When the facilities are well provided for and developed, it increases attendance in school provides for the needs of the pupils in school so they do not have to go home for it. It also reduces inequality among students increasing their confidence.

On the other hand, the influence of school facility is more on the whole school community rather than at the individual level. School facilities like classrooms, desks and textbooks cannot retain the learners in school because they are not basic needs.

Table 4. 10: Sponsorship of school facility

	Frequency (n)	Percent
Very Low	7	28.0
Low	5	20.0
Average	9	36.0
Great	2	8.0
Very Great	2	8.0
Total	25	100.0
Mean Score	2.48	49.6

As shown above, this scope of sponsorship scored lowly at an average mean score of 49.6% as a less preferred means of increasing pupils' retention in school. On the Likert scale, the highest percent was recorded at average with 36% where majority of the schools felt it played an average influence while 28% felt it played a very low influence, 20% felt it was low, 8% felt it was great and only 8% felt it was very great as shown in the table 4.10.

4.5.3: School feeding program

Majority of the respondents indicated that school feeding program played an average influence on the pupils' retention according to 40% of the respondents. Only 4% felt it had a very low influence, 20% felt it had a low influence, 4% felt it had a great influence while 28% felt it had a very high influence as shown in the table above. On a broad term the level

of influence of school feeding program to pupil's retention was at 66.7% indicating a higher impact than the sponsorship through school fees or through school facilities discussed earlier.

The school feeding program retains pupils in school as it allows learners from poor backgrounds that need food to survive be able to concentrate in school. Many children would not want to be absent and miss the lunch which could be their only source of food for the day. Most guardians felt that school fees is the best scope of sponsorship although feeding program is an added advantage in times of food insecurity.

Table 4. 11: School feeding Program

	Frequency (n)	Percent
Very Low	1	4.0
Low	5	20.0
Average	10	40.0
Great	1	4.0
Very Great	7	28.0
Total	24	96.0
Missing System	1	4.0
Total	25	100.0
Mean Score	3.33	66.7

4.6 Influence of sponsorship funds amount on the pupils' retention in primary schools

The last objective was to assess the influence of sponsorship amount on the pupils' retention. The following discussion gives the detailed results from analysis of data.

Out of the 25 responses, 28% felt it had an average influence, 24% felt its influence was low, 20% felt it was great, 16% felt it was very low while only 12% felt it was very great. On average, a score of 57.6% indicated that the amount of sponsorship had a moderate influence on school retention of pupils.

The amount of sponsorship funds from the qualitative data increases pupil's attendance in school depending with the amount. According to one of the respondents, "the bigger the amount the higher the retention and vice versa" which mean the amount of sponsorship plays a significant role. This means if the sponsorship is able to pay for school levies, fees, uniforms and other dues of the child then the child is able to learn in a good environment. It also increases the teacher-pupil ratio and if this amount is also extended to the family and

community then the pupil's needs are attended to holistically leading to high retention rates in school.

Table 4. 12: Influence of Sponsorship amount on pupils' retention in primary school

	Frequency (n)	Percent
Very Low	4	16.0
Low	6	24.0
Average	7	28.0
Great	5	20.0
Very Great	3	12.0
Total	25	100.0
Mean score	2.88	57.6

The children in the focus group also felt it had influence on children's retention rate in that the more the amount the higher the retention rate. Since the amount is able to cater for school levies, uniforms, books, and even lamps that they can use at home for revision thus encouraging them to perform well in school

4.7 Other factors influencing pupil's retention in school

Other than the above mentioned major influences to pupils' retention in school, other factors play an important role in increasing pupil's retention.

The table below shows the other major factors influencing pupil's retention in school. Child's school performance scored highly among the other factors at a score of 3.88, followed by commitment of the pupil (3.68), availability of mentors (3.71) and lastly (2.50) sanctioned repetition of pupils in class as shown in the table above. This indicates that if a child performs well in school the level of retention in school is higher than when they are sanctioned to repeat classes.

Other than these mentioned factors teacher-pupil conduct, time being utilised well, guidance and counselling, good curriculum, awareness in academic and education matters among caregivers and the community, a combination of modes and scope of sponsorship, pupil participation in tours and community/family activities, high rates of antisocial activities and extra-curricular activities all can highly improve retention rates of pupils in school.

Figure 3: Other Influencers to Pupils Retention rates

	N	Minimum	Maximum	Mean	Std. Deviation
1. Availability of mentors	24	1.00	5.00	3.7083	1.12208
2. Commitment of the student	25	1.00	5.00	3.6800	1.24900
3. Child's school performance	25	2.00	5.00	3.8800	1.05357
4. Sanctioned repetition of pupils in class	24	1.00	5.00	2.5000	1.10335
Valid N	23				

4.7 Ranking of most influential factor on pupils retention in primary school

The caregivers and the children ranked the most influential factor. Majority felt that the amount of sponsorship has the highest influence on school retention rate. This is because if funds are high then it can cater for most of the basic needs of the child, family and even community. It is a guarantee that the child will almost fully attend school. They noted that if the amount of sponsorship funds is high the other basic needs can be catered for leading to high retention in the primary school. The last is sponsorship through community which least influences retention rate of pupils in school. The table below shows a summary of the FGD done by both children and guardians.

Figure 4: Summary of findings from focused group discussions

	Sponsorship influence factor	Rank
1.	Amount of Sponsorship	1
2.	Sponsorship through Individual Pupil	2
3.	Sponsorship through family	3
4.	Sponsorship through school fees provision	4
5.	Sponsorship through feeding program	5
6.	Guardian participation in decision making	6
7.	Sponsorship through community	7
8.	Sponsorship through school facilities	8

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of findings, conclusions and recommendations of the study based on the study objectives

5.1 Summary findings

The study incorporated 25 schools with head teachers (60%) and deputy head teachers (40%) being the main respondents. Majority (13) had only one organization sponsoring children in the school. They further had less than 20 children sponsored according to 48% of the responses. Pupils (50) and their guardians also participated in focus group discussions independently Purposeful sampling was employed; Triangulation of both qualitative and quantitative data was used in the study, questionnaires and interview guides were used to collect primary data. The data collected was analysed using descriptive statistics, summarised and presented.

Objectives	Findings
i) Establish the extent to which a mode of sponsorship influences pupil's retention rate in primary schools	Sponsorship to individual pupil was rated highest in retention influence as compared to family or community sponsorship
ii) Examine the extent to which the guardians' participation in decision making in the sponsorship program influences pupils' retention rate in primary schools	Guardian participation scored highly
iii) Establish the extent to which the scope of sponsorship influences the pupils' retention rate in primary schools.	School feeding program and school fee payment rated higher as compared to facility provision
iv) Assess the extent to which the amount of sponsorship funds influences the pupils' retention in primary schools.	The amount of funds was noted to be essential in determining the areas of sponsorship coverage hence rated highly

5.2 Establish the extent to which a mode of sponsorship influences pupil's retention rate in primary schools

Sponsorship to pupils was the major mode of sponsorship that yield high levels of influence to retention rate of pupils in school with a mean of 3.33 due to its nature as it is less mismanaged and directly meets the needs of the pupils in school. This was as compared to family sponsorship (3.28) and community sponsorship (2.84) which could sometimes have no direct benefit to education of children and their retention in school. The catering of the child's basic needs increases the child's intrinsic motivation to learn, the one on one sponsorship provides a means of mentorship which encourages the child to continue in school. The efforts of sponsorship are geared towards the concerned child with the probability of a higher impact because the funds are used to meet the needs which would otherwise have kept the child away from school as Garret (2003) observed that low socio economic status and low income were the main barriers among parents in sending their children to school. This mode however lowers the confidence levels of the guardian since child's responsibilities are met by the sponsor which could result to reduced parental guidance eventually affecting the retention levels.

The individual attention accorded could also lead to lower retention since due to special attention paid to the one child in a family setting may lead the child to having a bloated ego hence indiscipline eventually leading to school dropout.

Family sponsorship though rated with lower impact facilitates lower sibling rivalry by empowering whole family. The family is an important unit in the development of a child and support accorded influences retention as Glick and Sahn, (2000) notes that the school going child especially the girl child may be called upon to cater for the young ones as the mother goes out in search of food or other needs. The success of family sponsorship is however hedged on the families' value to education.

5.3 Examine the extent to which the guardians' participation in decision making in the sponsorship program influences pupils' retention rate in primary schools

Guardian participation in decision making in the sponsorship program plays an important role in retention rates of pupils in school and was rated at a mean score of 3.64.

Guardian participation was noted as essential since parents are able to identify key problematic areas as pertains child's learning hence sponsorship is directed to areas of need.

Guardians are the best counselors of the child and the active participation of the guardian assists to ensure that the child is continuously retained in school, encouraged and mentored to continue learning. This tallies with Sadker and Sadker (1991) notes that children spend 87% of their time out of school under the influence of parents, as a result guardians have a greater influence on them and the decisions they make on any sphere of their life.

Positive guardian influence to retention can only be maximized if awareness, sensitization on the importance of education is done to guardians for it was noted that absenteeism and temporary drop out were influenced by lack of strictness and proper monitoring from parents/guardians

5.4 Establish the extent to which the scope of sponsorship influences the pupils' retention rate in primary schools.

Sponsorship through school fee was considered moderate in retaining the pupil in school with an average mean score of 64.2%. Fees are paid directly to schools so pupils are able to consistently learn without being chased home due to school nonpayment, it increases pupil teacher contact hours hence likelihood of improved performance encouraging the pupil to stay in school. Fees paid leads to development of the school hence a good environment for learning as Garret (2003) observed that low socio economic status were the main barriers among parents so sending their children to school.

Despite this, retention in school may be lowered if the family is very poor since the parents may hold their children home to take care of younger ones as they toil for food as fees payment does not provide for the other basic needs of the children at home.

School fees payment was compared with Sponsorship through School Facility provision and School feeding program. The influence of school facility was rated at a mean score of 49.6%. The influence is more on the whole school community rather than on individual level. School facilities like classrooms, desks and textbooks cannot retain the learners in school because they are not basic needs. In school resource provision as noted by Smith (2003) frequent teacher absenteeism was noted to have a negative influence in retention for pupils gradually become disinterested in the learning.

On a broad term the level of influence of school feeding program to pupil's retention was at 66.7% indicating a higher impact than the sponsorship through school fees or through school facilities. School feeding program retains pupils in school as it is motivational to pupils from poor backgrounds that need food to survive. Many children would not want to be absent and miss the lunch which could be their only source of food for the day.

During times of hunger it was noted that poor families can sink further into poverty and hopes of education suffer a huge blow but where there is a feeding program at school, it offers an incentive for the children to continue attending school.

5.5 Assess the extent to which the amount of sponsorship funds influences the pupils' retention in primary schools.

On average, a score of 57.6% indicated that the amount of sponsorship had a moderate influence on school retention of pupils.

The amount of sponsorship funds increases pupil's attendance in school depending with the amount. Provision of all the basic needs of the child increases levels of retention. According to one of the respondents, "the bigger the amount the higher the retention and vice versa" which mean the amount of sponsorship plays a significant role. This means if the sponsorship is able to pay for school levies, fees, uniforms and other dues of the child then the child is able to learn in a good environment. It also increases the teacher-pupil ratio for it is used to hire extra teachers and if this amount is also extended to the family and community then the pupil's needs are attended to holistically leading to high retention rates.

The children in the focus group also felt it had influence on children's retention rate in that the more the amount the higher the retention rate. Since the amount is able to cater for school levies, uniforms, books, and even lamps that they can use at home for revision thus encouraging them to perform well in school

Other factors

Pupil's retention is not only influenced by the amount of funds, for even with all basic needs met drop outs still occur. Other factors which influence retention rates included availability of mentors, commitment of pupils to education, child performance in school and sanctioned repetition of pupils in class which together with the above have effects on retention of pupils in school.

5.6 Conclusions

1. Both governmental and non-governmental organizations sponsoring pupils in schools play a major role in influencing retention of children in school. As shown in the analysis and the summary the amount of sponsorship, the scope, mode, guardian participation and other factors influence retention rates.
2. The higher and wider the amount of sponsorship the greater the influence on retention as noted by respondents. This means that organizations that have a higher amount, a wider scope and mode of sponsorship have higher effect on pupils' retention. Ensuring guardian participation has also been seen as an important aspect in ensuring retention of children in school as this enables both the schools including teachers and the family to be involved in the sponsorship programs thus increasing retention of pupils.
3. The amount of sponsorship was seen to have great influence retention if the amount caters for child needs and family.
4. Empowerment of guardians/families to be self-reliant could be effective in ensuring holistic child development. Parents empowered to make decisions on the destiny of their children in the end run reducing dropouts, absenteeism and low performance

5.7 Recommendations

1. The sponsoring organizations need to increase the amount of sponsorship to cover all areas of a child's need and environment in order to be effective. This will include ensuring that sponsorship covers school needs to family needs to community needs to be able to change the overall child's environment that hinder school retention.
2. Focus of sponsorship should centre on modes and scopes that yield more results to ensure that it is effective in ensuring retention
3. Proper management and follow up of sponsorships given to pupils in schools and to families should be monitored to ensure they are used to the desired end.
4. Empowerment of guardians/families to be self-reliant could be effective in ensuring holistic child development
5. Awareness on importance of education needs to be made so that families, schools and communities realize the significant role of education to a child's life
6. The sponsorship to child should be emphasized while support of the family is being encouraged with a view of attaining family sustainability.

7. School fees should be encouraged in the effort of increasing retention but supported with the feeding program in times of food insecurity

5.8 Further Research

1. Further research should be done on the influence of people's culture on sponsorship so that organizations can avoid generalizations in the sponsorship models.

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APPENDIX 1:

Introduction Letter

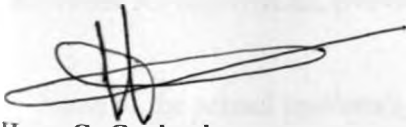
Dear respondent,

I am a postgraduate student at the University of Nairobi pursuing a Masters degree in project planning and management. In partial fulfilment of the degree course I am undertaking a research on the influence of sponsorship programs on pupil's retention rates in primary schools, Mutomo District Kitui County Kenya.

Attached is a brief questionnaire which should take about 15 minutes to complete. I would be extremely grateful if you would spend a few minutes to complete the questionnaire. It's extremely voluntary and your assistance will contribute greatly to the success of my research.

The information on this questionnaire will be treated confidentially, and will not be used for any other purpose other than academic. The researcher will be at hand to clarify any issues during the data collection process.

Thank you,



Harun G. Gachanja

**APPENDIX II:
QUESTIONNAIRE**

**THE INFLUENCE OF SPONSORSHIP PROGRAMS ON PUPILS RETENTION
RATES IN PRIMARY SCHOOLS, MUTOMO DISTRICT KITUI COUNTY KENYA**

I invite you to respond to the questions below.

INSTRUCTIONS

The instructions are explained; and given a score as follows:

Response	Explanation	Score
Very great	90%-100% of the time	5
Great	70%-89% of the time	4
Average	50%-69% of the time	3
Low	40% - 50% of the time	2
Very low	Less than 39% of the time	1

The scores are written out alongside each statement. Tick your score for each statement on the sheet provided

Tick your response for each statement on the spaces provided as appropriate

SECTION A: GENERAL INFORMATION

1. Name of the school (*optional*) _____

2. Respondents position:

Head teacher ()

Deputy Head teacher ()

3. How long have you been at this school?

Less than 1 year ()

1- 3 years ()

4 - 6 years ()

More than 6 years ()

4. How many pupils are currently sponsored in your school?

Less than 20 ()

21 to 50 ()

51 to 80 ()

81 to 110 ()

More than 111 ()

5. How many organizations sponsor pupils in your school?

One (1) ()

Two (2) ()

Three (3) ()

Four (4) ()

More than four ()

6 In your opinion, do the sponsorship programs influence pupil's retention rates?

Yes (---)

No (---)

7 How does the amount of sponsorship fund influence pupil's retention rate?

.....

.....

.....

8 How does the mode of sponsorship of sponsor to pupil influence pupils retention rates?

.....

.....

.....

b. How does the mode of sponsorship of sponsor to family influence pupils retention rates?

.....

.....

.....

c. How does the mode of sponsorship of sponsor to community influence pupils retention rates?

.....
.....
.....

9 a) How does the scope of sponsorship of school payment only influence pupils retention in primary school?

.....
.....

b. How does the scope of sponsorship of school facility provision only influence pupils retention in primary school?

.....
.....
.....

c. How does the scope of sponsorship of feeding program only influence pupils retention in primary school?

.....
.....
.....

10 How does the involvement of the guardian in sponsorship decision making influence pupils retention in primary school.

.....
.....
.....

14. In your opinion, what other factors influence pupils retention rates in primary school.

.....
.....
.....

15. What recommendations can you give to the sponsoring organizations so as to improve on the pupils retention rates?

.....
.....
.....

Rate the extent to which each of the factors influence pupils retention rates in your school. (Tick one)

	FACTOR	Very low 1	Low 2	Average 3	Great 4	Very great 5
1	Amount of sponsorship funds					
2	Sponsor to pupil kind of sponsorship					
3	sponsor to family kind of sponsorship					
4	sponsor to community kind of sponsorship					
5	Sponsorship through school fee provision only					
6	Sponsorship through school facility provision only					
7	Sponsorship through school feeding program only					
8	Guardian participation in sponsorship through decision making					
9	Availability of mentors					
10	Commitment of the student.					
11	Childs school performance					
12	Sanctioned repetition of pupils in class					

Thank you

**APPENDIX III:
INTERVIEW GUIDE FOR THE CAREGIVERS**

1. Do you believe that sponsorship programs influence pupil's retention rates in primary schools.

2. What influence does the amount of sponsorship funds influence the retention rate of pupils in primary schools?

3. What influence does the mode of sponsorship have on pupil's retention rates in primary schools?

- i. Sponsor to individual pupil
- ii. Sponsor to family
- iii. Sponsor to community

4. What influence does the scope of sponsorship have on pupils retention rates in primary school.

- i. School fee payment only
- ii. School facility provision only
- iii. Feeding program

5. What influence does the participation of the guardian have on pupils retention rates.

In your view which between the following has the highest influence on pupils retention in primary school and why?

- Amount of sponsorship funds
- Mode of sponsorship
- Scope of sponsorship
- Guardian role in sponsorship

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APPENDIX IV:

INTERVIEW GUIDE FOR THE SPONSORED CHILDREN

Do you think that the sponsorship programs influence your attendance rates?

In order of influence arrange (1 to 8) in the ranking which has the highest influence on retention rates.

- Amount of sponsorship funds -----
- Sponsorship through individual pupil -----
- Sponsorship through family-----
- Sponsorship through community-----
- Sponsorship through school fee provision only-----
- Sponsorship through school facility provision only-----
- Sponsorship through feeding program-----
- Guardian participation in decision making-----

Why would you arrange as above

