

**INSTITUTIONAL FACTORS AFFECTING PUPILS' RETENTION IN
PUBLIC PRIMARY SCHOOLS IN NAKURU NORTH DISTRICT,
KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my children Dickson, Joe, Carol and Ken.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for all
DQASO	Director of Quality and Standards Officer
FAWE	Forum for African Women Educationalist
FPE	Free Primary Education
GPA	Grade Point Average
KNUT	Kenya National Union of Teachers
MoEST	Ministry of Education Science and Technology
OECD	Organization for Economic Cooperation and Development
PEIMS	Public Education Information System
SPSS	Statistics Package for Social Science
TLEA	Total Learning Environment Assessment
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education

ABSTRACT

Retention in school has positive consequences for individuals throughout their lives. In an economy where education largely determines pay and occupation, high school drop outs hold a disadvantaged position. The purpose of this study was to investigate the institutional factors affecting pupils' retention in public primary schools in Nakuru North District, Kenya. The specific objectives were to establish the influence of teacher's attitude, teaching and learning resources, physical resources and teacher pupil ratio on pupils' retention in public primary schools in Nakuru North District, Kenya. The study was guided by expectant theory advocated by Vroom. The study targeted 41 public primary schools with a population of 877 teachers and 41 head teachers. This gave a target population of 918 respondents. The study sampled 87 teachers and 12 head teachers. The total sample size was 99 respondents. Simple random sampling procedure was used to select at least 10% of the total number of teachers. Questionnaires for teachers and interview schedules for head teachers were used for data collection. Reliability testing was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative analysis and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics and thematic statistics were used to analyze open ended responses. This assisted in determining the level of influence the independent variables had on the dependent variable. The study found out that teacher pupil ratio influences pupils retention. Lack of teachers in their school makes the learning process less fun and tiresome and this to some extent affects the retention. The schools have a teacher pupil ratio of 1:50 which is not the required ratio for a school. Inadequacy has made teachers performance not good hence some preferring to move to private schools. The poor ratio of teachers to pupils has contributed to some pupils moving to other schools. Some of the available teachers in the school aren't adequately trained and this contributes to the transfer of some pupils to other schools. Availability of teachers affect the retention of pupils in the school to a great extent. The findings on the influence of teaching and learning resources on pupils retention indicated that school have a teaching/learning resources and pupils ratio of 1:4 which is inadequate for proper learning and affects negatively pupils' retention. The ratio of learning materials to pupils is poor and influences retention of pupils in the school. Students leave school because they are not able to get the necessary learning resources in the school. It was found out that teachers' attitude affect the management of school resources which in turn affects the retention of pupils. The MoE and TSC should employ more teachers to enhance the teacher pupils' ratio in primary schools. There should be a research on other factors affecting pupils' retention in primary schools since this study only focused on four institutional factors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

According to Sage (2011) education not only benefits the person learning, but also the community in which they live. Education contributes to the economic stability of any given nation by increasing the income of the poor. He observes that research has shown that no country has sustained consistent economic growth without a significant nation-wide literacy rate. Dyer (2002) also notes that lack of education is the main factor associated with the probability of being poor, hence improving education participation should be a core element in poverty reduction.

According to Hoffman (2001) retention and success involves inclusion, ensuring the full and equitable participation in and progression through higher education for all students. From a global perspective, Nash (2000) indicates that American institutions have experienced a major problem retaining learners, particularly under-represented minorities. The loss of students returning to campus for another year usually results in greater financial loss and a lower promotion rate for the institution and might also affect the way that stakeholders, legislators, parents and students view the institution. Further, college administrators can attest to the high cost of recruiting incoming students. Dyer (2002) observes that pupils' retention is also an enormous problem in the United Kingdom where the administrators of academic institutions now focus most of their efforts on decreasing student

attrition because the ability to retain students has become a determining factor in obtaining outside funding.

According to Towns (2001) the retention of learners in schools is a critical issue that many school administrations across the globe may put a lot of effort to ensure that it remains consistent. This is simply because, the goals of schools is to ensure that they provide that support to learners from their point of entry till they complete their levels of education. However, failure to ensure that learners are retained in schools may contribute to a lot of challenges or limitations to the schools in general. This may include but not limited to lack of trust among parents on the competency of schools in providing sustainable learning to their children, lack of confidence among teachers on the sustainability of their teaching practices within the schools among others. As such, the performance of the school may be affected.

Schools in Africa continue to face a lot of challenges especially in ensuring that their students get to be retained within the schools all through their learning process until they complete. This frequently brings about questions on what exactly needs to be done or what is not being done effectively to ensure that learners are retained in schools throughout their study course. One of the factors that have been raised with regard to the retention of pupils in primary schools in Africa is the teacher. Good teachers will ensure that the students are able to learn and they are also able to make the learning experience interesting for the students

(Miller, 1997). But the situation in most African countries is detrimental to education and has led to many students drop out of schools. However, the two years of teacher training are not adequate for the teacher trainee to acquire mastery in subject content and skills of pedagogy in all the seven subjects [United Nations Educational Scientific and Cultural Organization (UNESCO), 2005].

In his study on access and participation in secondary education in Kenya, Orodho (2005) found that physical and instructional resources are quite crucial to students learning. Ndemba (2014) indicates that free primary education has stretched facilities to the limit. In most cases, books, charts, maps and other teaching /learning materials are not adequate. The quality of the available learning materials is low. In some cases the materials are not learner friendly as they are full of stereotyping and at times gender biased. This affects the quality of learning and at the same time discourages learning.

Orodho (2005) indicates that institutional factors have also been known to have some serious effects on the pupil retention rate in Kenya. This is because most of the schools in the country especially after the Free Primary School Programme was introduced by the government the classes have become overcrowded and the teacher to student ratio has gone up considerably hence presenting serious effects on the quality of primary education in the nation. This has led to many students either dropping out to look for alternatives sources of income or look for better schools. According to Kenya National Union of Teachers (KNUT) Nakuru

(annual general meeting report 2014) the ratio of the teacher to pupils in primary schools in Nakuru county is 1:47 compared to the universally accepted teacher ratio of 1:25 or at worst 1:35, which has contributed to lowering of the quality of education. Nakuru North District has a ratio of 1:35 while Rongai District has 1:34, Naivasha District has a shortage of 229 teachers while Kuresoi District has a shortage of 579 teachers. Private schools have been the biggest beneficiaries to this poor quality of education in public schools. This is because the private schools have better teacher-student ratio and offer better quality education because they have fewer students and smaller classes that are manageable and hence can give special attention to each student.

These high dropout rates are as a response, not only to the very high levies, but also to the quality of education that is being offered following the government intervention (Republic of Kenya, 2003). As a result of high enrolments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Consequently, many of the schools are going on operating without basic teaching and learning materials (Republic of Kenya, 2004). The government vision for education is to have quality education and training for development. This makes the purpose of education and training focus on the development of an individual personality to enable him or her to fit in the society as a productive and civil individual. The objective of teacher education program aim at developing communication skills professional attitude that equip teachers with the knowledge and ability to identify and develop the education

needs of a child. Primary school teachers are trained to teach all subjects offered in the primary school curricula, but the content of the entire curricula is too wide to cover while acquiring the requisite pedagogical skills (Sessional paper, 2004). If teachers are overloaded they may not have enough time to interact with learners thus affecting the teacher pupil relations. This in turn may affect pupils' retentions since there is minimal contact caused by teacher pupil ratio.

Free Primary Education is characterized by high dropout of pupils in public primary schools, just as it was the case in 1974 free primary education intervention. The inflow of pupils in primary education in the second year of FPE implementation went down, districts that registered over 20% increase in enrolment in 2003, hardly recorded more than 5%.of standard one enrolment in 2004 (UNESCO, 2005). Education sector report (2012), recommended that the government should provide funds for development and improvement of physical infrastructure at all levels of education. There should be expansion of physical facilities in all schools especially in urban slum areas and (Arid and Semi-Arid regions) ASAL. Primary schools should have libraries to enhance literacy skills but in Nakuru North district schools lack libraries.

According to Education Sector Report (2012), teacher shortages has been widespread as a result of increased enrolment arising from FPE and FSE and other government initiative. Dupuis, Askov and Lee 1979, as cited by Karr (2011) stated that the goal of in-service education is to change teacher behavior. They

explained that in order to change behavior it is vital to first change the attitude of teachers. They pointed out that when the goals of in-service training are specifically geared towards assisting secondary teachers to adopt content literacy instructions, the negative attitude of teachers create serious barriers. The attitude of teachers as Orlando (1983) found out differed based on the subject that they taught. Teaching should be interesting, challenging, creative, and provide opportunity for personal growth. Therefore, to tackle this issue it is imperative to carry out this study on the institutional factors affecting the retention of pupils in public primary schools in Nakuru North District.

1.2 Statement of the problem

Kenya gained independence in 1963, and the Kenya government like many other countries pursued to expand education. Throughout the years education opportunities have continued to increase. However internal glitches such as dropouts and repetition have continued to hamper education in the country, [Ministry of Education Science and Technology, (MOEST, 2003)]. With the increase in enrolment that marked the advent of the free primary education, the quality of education in Kenyan public primary schools has been greatly affected leading to poor retention of pupils in most public schools around the country. Despite this major hurdle in the Kenyan education system, few studies have been done in relation to the institutional factors affecting the retention of pupils in public primary school. Those done (Ndemba, 2014; Wairimu, 2007) do not adequately examine the factors affecting retention in public primary schools.

(Ndemba, 2014) focused on the student's background, socio-economic status and family effects on the dropout.

According to Education Sector Report (2012), the pupils' completion rate is the proportion of standard 8 graduates as a proportion of the thirteen years old. The pupils' completion rate dropped to 83.2 % in 2009, to 76.8% in 2010. This further declined to 74.6% in 2011. The decline in completion rates could be attributed to school dropouts and repetition. According to Uwezo Kenya (2011), Nakuru North District learner absenteeism is high in the county with 4 out of 10 children missing schools daily. Nakuru North District has a percentage of 0.93 of pupils who are out of school, In Molo District the percentages are 0.91% while Nakuru Sub County has 0.83% of children who are missing school daily. Therefore, with this gap it is important to adequately explore the institutional factors affecting the retention of pupils in public primary schools in Nakuru North District.

1.3 Research objectives

The study was guided by the following research objectives:

- i. To establish how teacher pupil ratio influence pupils retention in public primary schools in Nakuru North District
- ii. To examine how teaching and learning resources influence the retention of pupils in public primary schools in Nakuru North District
- iii. To examine how physical resources influence pupil retention in public primary schools in Nakuru North District

- iv. To establish how teacher's attitude influence the retention of pupils in public primary schools in Nakuru North District.

1.4 Research questions

The study was guided by the following research questions:

- i. How does teacher pupil ratio influence the retention of pupils in public primary schools in Nakuru North District?
- ii. How does teaching and learning resources influence retention of pupils in public primary schools in Nakuru North District?
- iii. How does availability of physical resources influence pupil retention in public primary schools in Nakuru North District?
- iv. How does teacher's attitude affect pupils' retention in public primary schools in Nakuru North District?

1.5 Significance of the study

The study is expected to be significant to the school administrators. The findings of the study are hoped to inform the school administrators of the causes of poor retention in schools and recommend ways of improving the retention in the schools. It may be useful also to Director of Quality and Standards Officer DQASO and policy makers as it will provide information that can help them make better policies which may be geared towards improving the current institutional related issues which affect the retention of pupils in public primary schools. The study hopes to contribute to the growing mass of knowledge on the

institutional factors affecting student retention in public primary schools. Furthermore the study hopes to create a benchmark for further studies on the same or related areas of study.

1.6 Limitation of the study

One of the key limitations that were experienced in this study is the lack of cooperation among the respondents. Owing to the critical nature of this study, most of the head teachers and teachers in the targeted schools tended not to respond to the data collection instruments with the fear that the institutions weaknesses of the school were known and hence affected the overall enrollment of pupils in the respective school. However, to counter this challenge, the school administration was approached and informed that the study was only meant for academic purposes and the identity of the respondent was handled with confidentiality.

1.7 Delimitation of the study

The study covered public primary schools in Nakuru North District. The data was collected from the head teachers and primary school teachers. The study did not include private primary schools in Nakuru North District. The study was only on teachers pupil ratio, teaching and learning resources, physical resources and teachers' attitude hence cannot be generalized to other institutional factors.

1.8 Assumptions of the study

This study assumed that:

- All the targeted respondents were willing to participate in the study
- The retention of pupils in public primary schools was very bad.
- That all respondents were not influenced by fear of victimization.

1.9 Definition of significant terms

Attitude refers to a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

Institutional factors refer to those issues within the public primary schools that affect the retention of pupils.

Physical Resources refers to physical resources in this case, refers to the classrooms, playground, kitchen, school library, and teachers' staff room and school sanitation facilities among many others.

Public primary schools refer to all the learning institutions which are under the management of the government.

Pupils: refer to all the learners who are in their primary level of education.

Retention is the ability to sustain and maintain individuals in a given place for over a given period of time.

1.10 Organization of the study

This study is organized into five chapters as follows: Chapter one provides the background to the study and the statement of the problem, research objectives and the research questions that guided the study, significance of the study, the assumptions, limitation and delimitation of the study as well as definitions of significant terms. Chapter two consists of the literature review on the institutional factors affecting pupil's retention in public primary schools. The chapter covers theoretical and empirical literature after which it presents the research gap and both the conceptual framework and summary. Chapter three describes the research design and methodology. It provides the information on the research design, target population, sampling techniques and sample size, research instruments, instrument validity and reliability, administration of the instruments, data collections process and data analysis techniques. Chapter four on the other hand consists of data analysis, interpretation and discussion. This chapter is presented based on the key research objectives. Further, the section also integrates literature reviewed with the key findings that was obtained. Lastly, chapter five consists of the summary, conclusions and recommendations as well as areas for further research. This was drawn from the analyzed data which was presented in chapter four.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature reviewed on institutional factors affecting retention of pupils in public primary schools in Nakuru North District. The review included; effect of availability of teachers on pupils retention, effects of availability of teaching and learning resources on pupils' retention, effects of availability of physical resources on pupils' retention, and teacher attitude on pupils retention. The section contains empirical review and theoretical framework of the study. The literature reviewed helped to look into past studies done in the areas related to institutional factors affecting retention of pupils in primary schools. The researcher identified research gaps that this study filled.

2.2 Effects of availability of teachers on pupil's retention

Teachers are the key assets when it comes to education; they are the drivers of the learning process without whom little learning would take place (UNESCO,2005). As such the lack of teachers in any education centers can lead to poor retention in the school. For pupils to achieve in education they require a guide (teacher) who makes the process easier and more understandable to them.

According to Hanushek, Kain, and Rivkin (2003), issues of teacher shortages have pervaded policy discussions for decades. Lack of trained teachers in specific subjects such as math or science, recruiting difficulties in urban centers, or elements of quality such as availability of fully certified teachers has varied over

time and across locations, the perceived need to act has not been done. In response, educators have offered a variety of compensation policies designed to attract more teachers into the profession and to retain more of those currently teaching. These include higher pay, housing reserved for teachers, and the expansion of alternative certification. The efficacy of any of these strategies depends crucially on the responsiveness of supply, and, as demonstrate below, must be evaluated in terms of other powerful forces operating in teacher labor markets.

A study was carried out in American public schools by Boyd (2012) to establish why so many teachers were leaving the public schools and the impact it had on the retention of pupils. The study found that the public schools had a bigger number of teachers transferring and quitting their jobs annually due to many challenges with the public school system. Key among this was; poor salaries and remunerations, lack of career growth and poor working conditions. The study established that with the increased loss of the competent teachers the parents also withdrew most of their children from the school because they felt the schools were not stable. Also it took some time before the new teachers could familiarize with the syllabus and pupils that they are teaching. The study also established that not only did the schools loose more pupils to the private schools but also the performance of the pupils went down drastically.

2.3 Availability of teaching and learning resources and pupil retention

Most public schools especially in Kenya lack enough teaching and learning resources. This is mostly because of too many pupils being enrolled and very few additions in terms of resources done in the schools. Retention refers to pupils or rather learners remaining within one level of education institution and completing their program of study within a specific timeframe (Riggert, 2006). According to Hoffman (2001), retention and success involves inclusion, ensuring the full and equitable participation in and progression through higher education for all students.

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., Ogadhoh., Cain, *et al*, 2000), as have various aspects of teaching and learning processes. Teaching practice and behaviour 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.

According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development

and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb (2002) observed that in many countries, teacherars are poorly paid than other sectors or are not paid in good time. The results is teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour; this situation has a negative impact on girls' education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning (Ibid).

A study was done in Uganda by Muwanika (2008) on the inequalities in retention on universal primary education in Uganda. The study sought to precisely establish the reasons behind the poor retention of pupils in most public schools in the country. The lack of learning and teaching resources is among the key challenges that were found to influence the retention of pupils in the schools. The study found that most schools started experiencing the increased drop outs and transfers of pupils after the initiation of the Universal Primary Education (UPE) in the country.

The schools have seen more enrollments but the classes, books and even teachers still remain the same. The government has not done much in reinforcing the primary schools sector and thus every year more pupils are dropping out to join schools that they think can offer better education to them. In conclusion the study stated that increased dropout levels in the country will negatively impact on the

development of the country. Furthermore, in spite of an enrolment growth during the past 10 years since UPE initiation, UPE has for most countries, Uganda inclusive, proven to be a very elusive target (Muwanika, 2008). The cost of attaining these objectives has been increased because only a small proportion of the increasing number of children entering school complete the primary cycle. Since most of those who drop out lapse into illiteracy, expenditure on these pupils is essentially wasted. Eliminating fees in schools is not sufficient to ensure educated populations; education requires keeping children in school. Thus, the study recommended that the government make more strides in the growth of the primary school sector to improve the education and improve pupil retention in the schools. The Kenyan government policy initiative has focused on attainment of Education For All (EFA) goals. The goal of primary education is to provide access of quality education to all children of primary schools on an equitable basis (MOEST, 2003).

2.4 Availability of physical resources and pupil retention

Physical resources in any school constitute the school facilities. They can have adverse effects on how pupils learn in school. For instance lack of enough classes leads to pupils being crammed in the few classes thus making the classroom impossible to learn from. Also poor facilities in terms of lavatories can lead to outbreak of disease and can even to some extent lead to closure of some schools. Thus, it beats logic and common understanding why any parent would allow their children to remain in a school that lacks the adequate infrastructure to properly

cater for their learning (Ndema, 2014). A study carried out by McGowen (2007) on the impact of school facilities on pupil achievement, attendance, behavior, completion rate and teacher turnover rate in selected Texas primary schools, was to explore the possible relationship between school facility conditions and school outcomes such as pupil academic achievement, attendance, discipline, completion rate and teacher turnover rate.

Major research findings of this study included the following: first, pupil achievement, attendance and completion rate measures were not found to be statistically significant in relation to school facility conditions as measured by the (Total Learning Environment Assessment) TLEA at the 0.05 level. Similarly just as established in McGowan's (2007) study the availability and condition of the facilities affect also the retention of the teachers and hence the overall performance of the pupils in the schools. By assessing a school's facility condition and comparing it to performance outcomes, researchers may be able to develop the ability to identify the components of school facilities that can best predict pupil and staff performance (O'Neill, 2000). A good pupil performance will help retain them in school. Most of the literature reviewed in this section shows that there is a clear connection between the physical school resources and the retention. Public schools have been seen to have the biggest challenge when it comes to the lack of physical resources, due to lack of funding on the part of the government (Nekatibeb, 2002).

2.5 Influence of teacher attitude on pupil retention

Teachers are regarded as the basic tools in education and curriculum implementations. The quality of any nation's education is determined by the qualities of the teachers and their attitude to the profession. Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape pupils' learning environment and influence pupil motivation and achievement. Furthermore they can be expected to mediate the effects of job-related policies such as changes in curricula for teachers' initial education or professional development on pupil learning [Organization for Economic Cooperation and Development (OECD), 2009]. Teacher's attitude has a lot of impact on the retention of pupils in schools. This is because the teacher's attitude determines how they interact with the pupils and the relationship that the pupils can have with them. For instance, according to social control theory, these less cohesive bonds relate to deviancy in youngsters (Hirschi, 1969). Hence there are theoretical reasons to expect that low teacher expectations, when perceived by pupils, result not only in less academic progress, but in an active oppositional behavioral response from pupils as well.

Examining the association between teacher expectations and pupils' school-disruptive behavior adds not only to our knowledge concerning the effects of teacher expectations, but is relevant for school deviancy research as well. While

studies have dealt with the role of teachers in preventing school misconduct, most focus on the teacher pupil relationship as the main determinant of pupil misbehavior. These studies show that when teachers make sure that pupils feel supported, and, more generally, feel at home in school, pupils are less likely to break the school rules (Demanet & Van Houtte, 2011).

If the pupil and teacher relationship is not positive it can also lead to pupils retaliating and thus disrupting the learning process. Also, many pupils will not be willing to learn from teacher who have negative attitude towards them. However, there are theoretical reasons to expect that if pupils perceive that teachers have low expectations of them, they might act out by showing active oppositional behavior. The Pygmalion effect involves five phases; teachers form differential expectations of pupils' performance, they treat their pupils differentially based on these expectations, children respond differentially to the teacher because of this treatment, in responding to the teacher, each child tends to exhibit behavior which complements and reinforces the teacher's particular expectations of him or her and ultimately, this results in differential pupil achievement (Demanet & Van Houtte, 2011). A crucial mechanism in teacher expectancy effects, therefore, is the existence of differential pupil treatment. In the early years after the Pygmalion study was published, researchers asked whether differential teacher expectations were expressed in treatment of pupils (Jussim, 1986). This led to the affect effort theory, which states that teachers' differential expectations are manifested in differential affect and effort toward pupils. Affect refers to the tendency of

teachers to provide warmer, more pleasant socio-emotional climates for pupils for whom they hold more favorable expectations. Effort refers to the tendency to teach more material to pupils for whom they hold more favorable expectations (Rosenthal, 2002). Teachers attitude toward both pupil and the teaching profession have serious impact on the retention of pupils in school.

2.6 Summary of literature review

Most of the literature reviewed showed that there is a strong correlation between the retention of pupils and the availability of teaching materials. In addition to this, public primary schools are worst hit by this challenge due to the lack of financing.

Teacher's attitude had great impact on the pupil's academic achievement and also their retention in the respective primary schools. According to the literature the teacher's attitude towards the pupils determined the relationship that the teacher and the pupils created. Poor relationships lead to most students leaving the schools because most feel that the teacher might target them in a way leading to their poor performance. Also, if teachers had poor expectations of the pupils, it would lead to them transferring because it affected their performance.

In conclusion the literature reviewed in this section though relevant to some extent does not adequately address how the institutional factors affect the pupil retention in public primary schools. The study will go to lengths to explore challenges the availability of physical resources might have on the retention of

pupils in public primary schools. Thus, it is important to carry out this study on the institutional factors affecting the retention of pupils in public primary schools in Nakuru North district.

2.7 Theoretical framework of the study

A theoretical framework refers to how the researcher or writer of the report not only questions, but ponders and develops thoughts or theories on what the possible answers could be, then this thoughts and theories are grouped together into themes that frame the subject (Neuman, 2000). The expectant theory stipulates that the tendency to act in certain way depends on the strength of the expectation. This theory was developed by Vroom (1964) as a theory of motivation which suggests that motivation stems from the perceived probability that effort will result in performance and that performance will result in valued outcomes. In this theory, past experiences, including successes and failures, influence current perceptions and decisions. Valence, expectancy and instrumentality are three beliefs which influence motivation. Valence involves an individual's value of an expected outcome. Expectancy is one's belief in the likelihood that effort will lead to performance. Instrumentality is the belief that performance will lead to desired rewards. Friedman and Mandel (2010) applied Vroom's theory in an attempt to predict student motivation to succeed and stay in college. Their work found that student academic performance expectancies predicted cumulative GPA at the end of the first year of college. Additionally, perceived grade attractiveness and effort to obtain good grades predicted retention

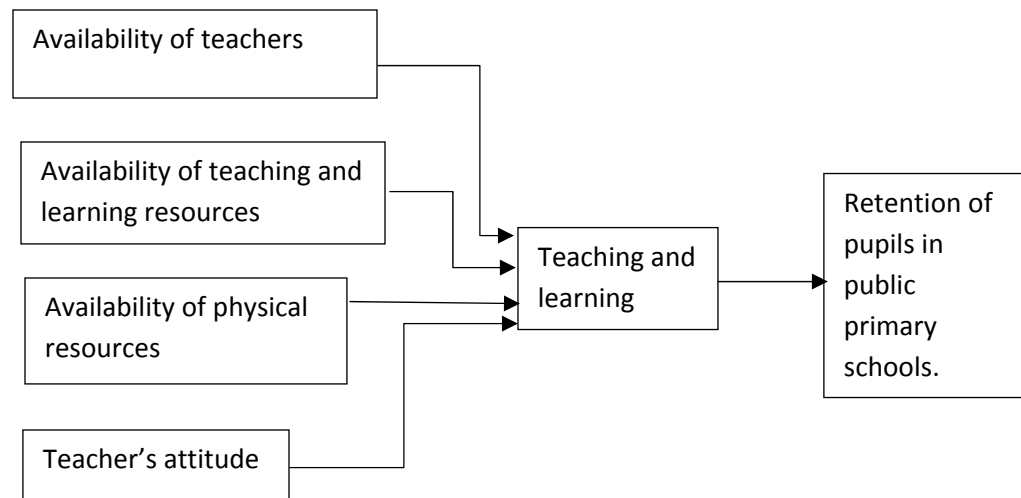
beyond the first year. These results have implications for practice. The strengths of expectancy theory are that it appreciates an individual differences, it has clue to harmonization of individual and organizational goals and has a contingency approach. The weaknesses are that it neglect of values, has little impact on management and lack of concreteness.

This theory is important to this study because it tries to encompass ways of motivating students not only to perform but also to remain in school. Thus this theory helped this study to come up with the interventions to motivate students to retain students in schools through improving their perception of performance and enhance the value that pupils place on them. Therefore, the study helped the management of the schools to come up with better management to enhance the retention of pupils in public primary schools.

2.8 Conceptual framework of the study

The conceptual framework of this study is based upon the notion that the dependent variable depends upon various other independent variables. In this case, the dependent variable has been conceptualized to be retention of pupils in public primary schools which depends upon various variables such as availability of teachers, teaching and learning resources, school physical facilities and teachers' attitude. The relationship is further summarized by figure 2.1.

Figure 2.1 Conceptual framework showing relationship of institutional factors and pupils retention



Source: Researcher, 2014

As it has been conceptualized in the Figure 2.1, the retention of pupils in public primary schools is highly dependent on various factors. The availability of teachers in the school set up has been noted to affect pupils' retention in schools. Additionally, lack of teaching and learning resources may also influence the overall retention of pupils in schools. Some parents may decide to move their children from one school which lacks teaching and learning resources to the one which is fully stocked with materials. This is because; some believe that the availability of these resources contributes to improving performances of learners. The availability and conditions of the physical resources in the school play a critical role. Poor classrooms, play grounds, school libraries and sanitation facilities may prove to be of challenge in teaching and learning resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a research design and methodology that was used in this study to investigate the institutional factors affecting pupils' retention in public primary schools in Nakuru North District, Kenya. The chapter includes: research design, target population, Sampling techniques and sample size, data collection instruments, validity and reliability of the instruments, data collection procedures, data collection procedure and data analysis techniques.

3.2 Research design

Jwan (2010) defines research design as the structure that guides the execution of a research method, and the subsequent analysis of acquired data. It provides a framework for the generation of evidence that is suited both to a certain set of criteria and to the research question in which the investigator is interested. In the case of this study, a survey research design was adapted. This design generally involves the collection of information from a sample of individuals through their responses to the data collection instruments. This design was used in this study owing to its versatility, efficiency and generalizability. Moreover, this design was considered as the only means available for developing a representative picture of the attitudes and characteristics of a large population. Thus, this design proved to be more efficient in investigating pupil retention in public primary schools in Nakuru North District.

3.3 Target population

A target population refers to a universal set of all elements in which the characteristics under consideration are present; a population is a homogeneous congregation (Thomas, Nelson, & Silverman, 2010). The target population of this study included all public primary schools in Nakuru North District. It included 41 head teachers and 877 teachers (DEO, Nakuru North District, 2014).

3.4 Sampling techniques and sample size

This study targeted all the public primary schools in Nakuru North District. They are 41 in number. As such, the sample size of schools used in this study was 30% of the total population (Paton, 2002). This translated to twelve (12) public primary schools. Simple random sampling procedure was used to select at least 10% of the total number of teachers in the public primary schools in Nakuru North District and their respective head teachers. According to Gay (1996) at least 10% of the total population is representative. Thus, out of the 856 teachers targeted, eighty seven of them were sampled (n=87). On the other hand twelve (12) head teachers of sampled schools were used in the study. This method was used since these head teachers are held as key informants who are expected to provide key information on the institutional factors affecting pupil retention in public primary schools. As such, all the twelve head teachers from the sampled twelve schools were selected to participate in this study.

Table 3.1: Sample size

Population	Target	Sample size	Percentage
Head teachers	12	12	100%
Teachers	856	87	10%
Total	868	99	11.4%

3.5 Data collection instruments

The key data collection instruments that were used in this study include questionnaires and interview guide. Questionnaires were used to collect data from the teachers. This instrument was considered simply because it was used to reach a large number of respondents within a short time, it gave the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondents and lastly it tends to be objective since there is no bias resulting from the personal characteristics (as in interview) (Paton, 2002). The questionnaire was divided into various sections based on the research objectives. The first part of the entire questionnaire dealt with the background information of the respondents whereas the other parts solicited information about institutional factors affecting pupil retention in public primary schools. The variables that were captured in this section include availability of teachers, teaching and learning resource, physical resources and attitude of teachers.

Interview guide was used to collect data from the school head teachers. This instrument was considered appropriate in this study because it enables the

researcher to yield highest cooperation and lowest refusal rates; it offered high response quality, takes advantage of interviewer presence and its multi-method data collection (Owen, 2002). The guide comprised of both closed and open ended questions. The first part covered background information of the head teachers. The second part solicited data on the institutional factors affecting the teaching pupil retention in primary schools in Nakuru North District, Kenya.

3.5.1 Validity of the instruments

This is the degree to which evidence and theory support the interpretation of test scores entailed by use of tests (Nachmias, 1996). It can also be taken as the extent to which the research instrument measures what it is supposed to measure. The researcher validated the research instruments in terms of content and face validity. The validation of the questionnaires and interview guide was done through the researcher requesting research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study, their recommendations were used to improve the instruments.

3.5.2 Reliability of instruments

The term reliability points to the level of internal consistency or stability over time of a research instrument. Therefore, for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples drawn randomly from the same population

(Mugenda & Mugenda, 2003). To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study. The reliability of the instruments was computed using split half method with the help of Statistics Package for Social Sciences (SPSS). If the value found falls within the accepted levels (0.6-0.9), the questionnaires were held reliable (George & Mallery, 2003). However, interview guides, being mainly open ended, they were not tested for reliability. Reliability was increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. Cronbach's Alpha was applied to measure the coefficient of internal consistency and therefore reliability of the instrument. The Cronbach's Alpha is obtained as follows;

$$\text{Alpha} = \frac{Nr}{(1 + r(N - 1))}$$

r is the mean inter-item correlation

N = Number of items in the scale Jwan (2010)

A correlation coefficient of 0.8 was arrived at, this was considered reliable for study since it was higher than 0.7 which Jwan (2010) advocates to be a measure of an instrument being reliable. This was done after the researcher revised the questionnaire appropriately.

3.6 Data collection procedures

The researcher sought for a research permit from the (National Commission for Science, Technology and Innovation) NACOSTI. After this the management of each public primary school was contacted with the view of seeking permission to collect data and to explain the purpose of the study. Once this was done, the researcher distributed the questionnaires to the teachers with the permission from the school administration who was also sought for assistance in the distribution of questionnaires to the teachers. Completed questionnaires were collected immediately, where not possible, arrangements were made to pick them on a later date. The researcher made an appointment with school head teacher to schedule for an interview. The interview was conducted after assuring the participants confidentiality of the provided information. Data was collected using various instruments; questionnaire for teachers and interview schedule for head teachers.

3.7 Data analysis techniques

The collected data was analyzed using both quantitative and qualitative data analysis approaches. Quantitative approach was descriptive where simple frequencies and percentages were used. Data was presented in tables and figures. The quantitative data was derived from the teachers' questionnaires. The Statistical Package for Social Sciences (SPSS version 19) was used to run descriptive analyses to produce frequency distribution and percentages. On the other hand, qualitative data analysis approach was used to analyze data which was collected using interview method from the head teachers. The following steps

were employed in the analysis: recording of data, with prior consent from the respondents. The recorded data was transcribed. The second step involved grouping the responses according to their respective themes. The themes basically fell under respective research areas which were informed by research objectives. The key responses based on respective themes were cited verbatim.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and the interpretation of findings. The data presented includes background information of the respondents, influence of teacher's attitude, teaching and learning resources, physical resources and teacher pupil ratio as some of the institutional factors affecting pupils' retention in public primary schools in Nakuru North District, Kenya.

In order to analyse the data from the questionnaires, content analysis technique was used. The researcher read through the responses in this section as given by teachers and head teachers and classified them into categories according to the study objectives. Each of the responses given fell in either one of the categories. Accordingly, frequencies of responses were filled and the results were tabulated in accordance with Neumans (2000) recommendation of "counting the number of objects in each category after assigning each to its proper category." In this manner the data for these sections were quantified according to objectives.

4.2 Questionnaires' return rate

A total of 87 questionnaires were given out to teachers and interview schedule conducted on 12 head teachers. 80 of the questionnaires were returned and interviews conducted giving a total of 92 responses resulting to a 93% response rate.

Table 4.1

Return rate

Instruments	Issued	Returned	%
Questionnaires	87	80	92
Interview guide	12	12	100
Total	99	92	93

According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 93% was very good. The researcher studied the demographic information of the respondents so as to establish if they were the right sample to respond to institutional factors affecting pupils' retention in public primary schools.

4.3 Demographic information

For the researcher to find out the institutional factors affecting pupils' retention in public primary schools in Nakuru North District, Kenya, it was considered important to establish the demographic information of the respondents which included: gender, age bracket, level of education, and working experience. The distribution of the respondents according to the above demographic characteristics was as shown in tables and graphs below.

Table 4.2

Gender of teachers

Gender	Frequency	%
Female	35	44
Male	45	56
Total	80	100

Table 4.2 indicates that a majority 45 (56%) of the respondents were male teachers while 35 (44%) were female. This implies that the study sampled both gender and therefore the response on the institutional factors affecting pupils' retention in public primary schools is a reflection of both genders.

After finding out the gender of respondents, the researcher investigated the age bracket of the teachers.

Table 4.3

Age bracket of the teachers

Age bracket	Frequency	%
Below 25 years	3	4
26 – 30 years	7	9
31 – 35 years	17	21
Over 35 years	53	66
Total	80	100

The majority 53 (66%) of the teachers had ages of over 35 years while 17 (21%) had ages between 31 – 35 years. This shows that the teachers respondents were mature enough to respond to questions touching on institutional factors affecting pupils’ retention in public primary schools in Nakuru North District.

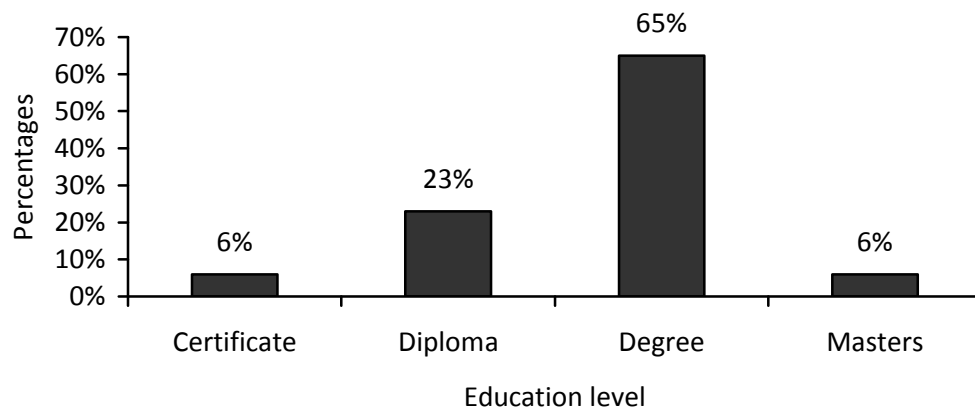
The researcher further investigated the highest level of education of the teachers respondents. This was to study if they were educated to understand the institutional factors affecting pupils’ retention in public primary schools in Nakuru North District.

4.3.5 Highest level of education of teachers

The teachers had the following level of education as illustrated below in the Figure 4.1.

Figure 4.1

Highest level of education of teachers



The Figure 4.1 shows that the majority 52 (65%) of the teachers had degree as their highest level of education while 18 (23%) had diploma. A few 5 (12%) had

certificate and masters as their highest level of education. This findings show that majority of the respondents had the required qualification to teach at primary level and would understand the institutional factors affecting pupils’ retention in public primary schools in Nakuru North District

The researcher further found out the years teachers had worked in the schools. The findings are presented in Table 4.4.

Table 4.4

Work experience of the teachers respondents

Years worked	Frequency	%
Below 5 years	16	20
6 – 10 years	43	54
11 – 15 years	16	20
Above 15 years	5	6
Total	80	100

The findings indicated that a majority 43 (54%) of the teachers had worked for between 6 – 10 years. This shows that the teachers respondents have enough experience to offer reliable data on the institutional factors affecting pupils’ retention in public primary schools in Nakuru North District. The findings reflected by Brown and Duguid (2003) who found that highly experienced personnel enhance production of high quality outcomes and effective quality improvement in a venture.

The researcher studied the age bracket of the head teachers. The findings are indicated in Table 4.5.

Table 4.5

Age of the head teachers

Age	Frequency	%
25 years and below	0	0
26 - 30 years	2	16
31 – 35 years	3	25
36 years and above	7	59
Total	12	100

Among these head teachers respondents majority 59% were of ages between 31 - 40 years. This implies that the head teachers were mature enough to understand the institutional factors affecting pupils' retention in public primary schools in Nakuru North District.

The researcher studied the level of education of the head teachers. The findings are presented in Table 4.6.

Table 4.6

Academic qualification of the head teachers

Academic Qualification	Frequency	%
Primary	0	0
Secondary	0	0
College	2	16
University	10	84
Total	12	100

Majority 85% of the head teachers had university as their highest level of education. From the analysis, most head teachers were trained and qualified to handle the pupils. This indicates that they understood the institutional factors affecting pupils' retention in public primary schools in Nakuru North District.

The researcher investigated the working experience of the head teachers. The findings are indicated in Table 4.7.

Table 4.7

Working experience of the head teachers

Working experience	Frequency	%
Below 5 years	2	17
6-10 Years	3	25
11– 15 years	6	50
16 years and above	1	8
Total	12	100

Majority 50% of the head teachers had worked in the schools for between 11 – 15 years. This implies that the sampled respondents had enough experience to respond to questions on the institutional factors affecting pupils’ retention in public primary schools in Nakuru North District.

4.4 Influence of the teacher pupil ratio on pupils retention

For the researcher to study the institutional factors affecting pupils’ retention in public primary schools in Nakuru North District, Kenya. The researcher sought to know the influence of the teacher pupil ratio in the schools, if lack of teachers makes the learning process less fun and tiresome and affects the retention, Teacher inadequacy has made teachers performance not good hence some preferring to move to private schools, The poor ratio of teachers to pupils has contributed to some pupils moving to other schools, if some of the available teachers aren’t adequately trained and this contributes to the transfer of some

pupils and the extent to which availability of teachers affect the retention of pupils in your school.

The researcher investigated the teacher pupil ratio in the schools. The findings are presented in Table 4.8

Table 4.8
Teacher pupil ratio in the schools

Ratio	Frequency	%
1:20	3	4
1:30	2	3
1:40	12	15
1:50	35	44
1:60	23	29
More than 61	5	5
Total	80	100

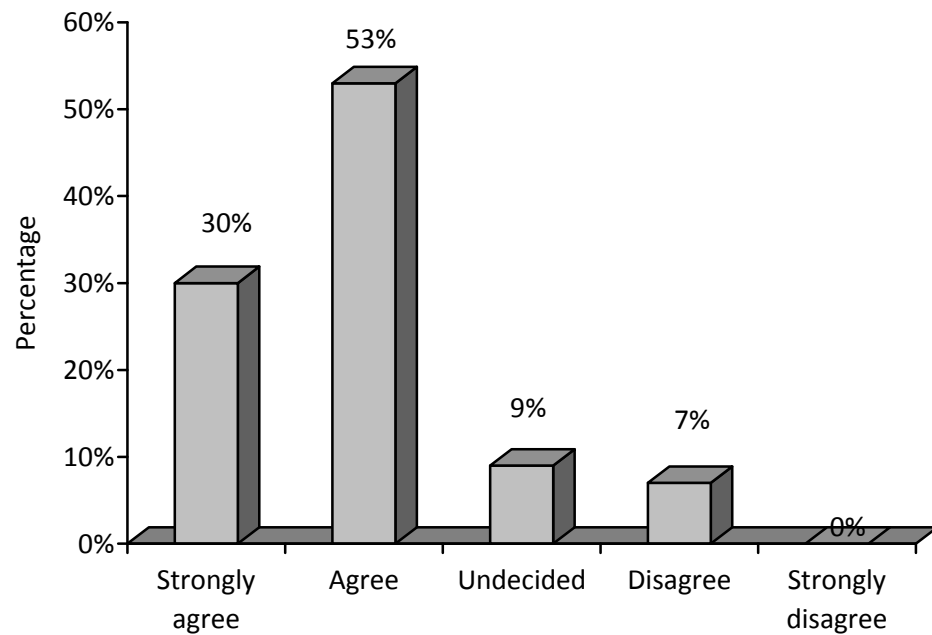
Many of the teachers 35 (44%) indicated that their school have a teacher pupil ratio of 1:50. This showed that teacher pupil ratio in the schools are not of the required number. Teachers are the key assets when it comes to education; they are the drivers of the learning process without whom little learning would take place (UNESCO, 2005). As such the lack of teachers in any education centers can lead

to poor retention in the school. For pupils to achieve in education they require a guide (teacher) who makes the process easier and more understandable to them.

The researcher then investigated if lack of teachers makes the learning process less fun and tiresome and this to some extent affects the retention. The findings are shown in Figure 4.2.

Figure 4.2

Lack of teachers makes the learning process less fun and tiresome and affects the retention



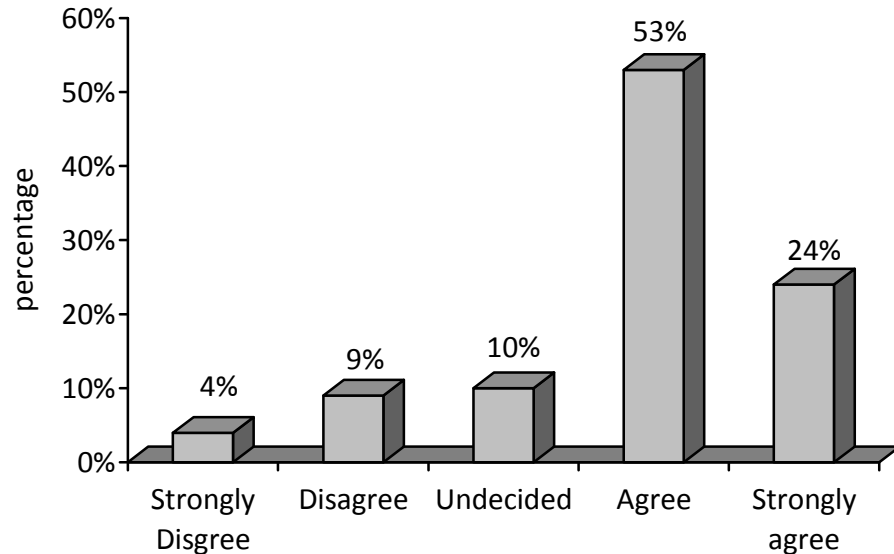
The researcher found out that the majority of the respondents 66 (53%) agreed that lack of teachers in the school makes the learning process less fun and tiresome and this to some extent affects the retention while a few 6 (7%)

disagreed to the statement. According to Hanushek, Kain, and Rivkin, (2003) issues of teacher shortages have pervaded policy discussions for decades. Lack of trained teachers in specific subjects such as math or science, recruiting difficulties in urban centers, or elements of quality such as availability of fully certified teachers has varied over time and across locations, the perceived need to act has not been done. In response, educators have offered a variety of compensation policies designed to attract more teachers into the profession and to retain more of those currently teaching. These include higher pay, housing reserved for teachers, and the expansion of alternative certification. The efficacy of any of these strategies depends crucially on the responsiveness of supply, and, as demonstrate below, must be evaluated in terms of other powerful forces operating in teacher labor markets.

The researcher then investigated if teacher inadequacy has made teachers performance not good hence some preferring to move to private schools, the findings are presented in the Figure 4.3.

Figure 4.3

Teacher inadequacy has made teachers performance not good hence some preferring to move to private schools

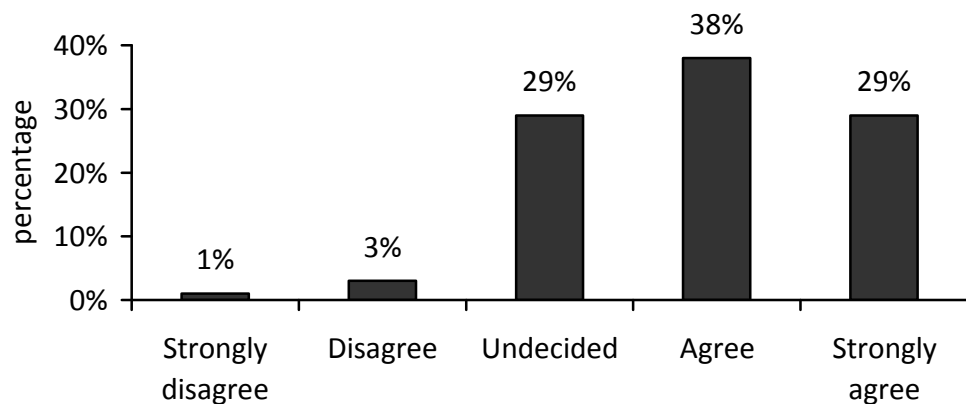


From the above Figure 4.4, majority 42 (53%) of the teachers agreed that teachers inadequacy has made teachers performance not good hence some preferring to move to private schools. A study was carried out in American public schools by Boyd (2012) to establish why so many teachers were leaving the public schools and the impact it had on the retention of pupils. The study found that the public schools had a bigger number of teachers transferring and quitting their jobs annually due to many challenges with the public school system. Key among this was; poor salaries and remunerations, lack of career growth and poor working conditions.

The researcher investigated if the poor ratio of teachers to pupils has contributed to some pupils moving to other schools. The response is presented in Figure 4.4.

Figure 4.4

The poor ratio of teachers to pupils has contributed to some pupils moving to other schools

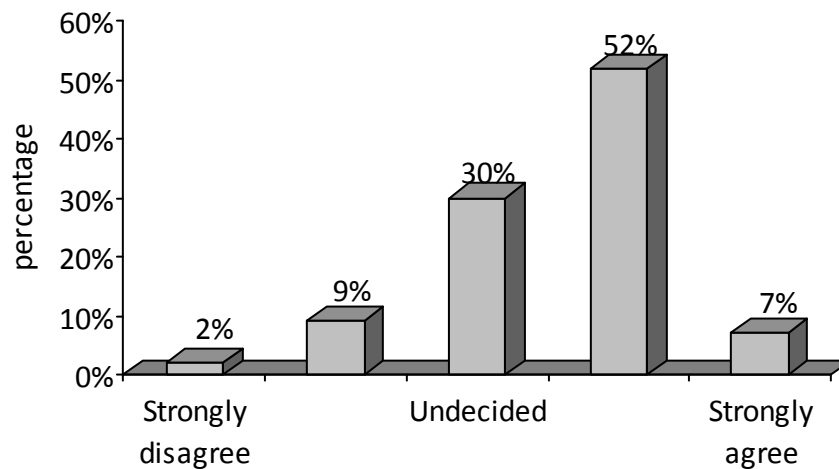


Many 30 (38%) of the teachers agreed that the poor ratio of teachers to pupils has contributed to some pupils moving to other schools. This implies that the district has few teachers that cannot manage all the pupils causing them to drop out. The study by (MOEST, 2005) established that with the increased loss of the competent teachers the parents also withdrew most of their children from the school because they felt the schools were not stable. The study also established that not only did the schools loose more pupils to the private schools but also the performance of the pupils went down drastically.

The researcher further studied if some of the available teachers in the schools aren't adequately trained and if this could be contributing to the transfer of some pupils to other schools. The findings are presented in the Figure 4.5.

Figure 4.5

Inadequate trained teachers contributes to the transfer of pupils



The majority of respondents 42 (52%) agreed that some of the available teachers in the school aren't adequately trained and this contributes to the transfer of some pupils to other schools. This implies therefore that the teachers contribute to pupils transfer to other schools.

The researcher further studied the extent to which the availability of teachers affects the retention of pupils in schools. The findings are presented in the Table 4.9.

Table 4.9

Extent to which availability of teachers affects the retention of pupils

Response	Frequency	%
To a greater extent	61	77
To some extent	11	14
Not at all	2	2
Not sure	6	7
Total	80	100

The majority of respondents 61 (77%) indicated that the availability of teachers affect the retention of pupils in the school to a great extent while 11 (14%) indicated it affects to some extent. This findings was also reflected by the head teachers who majority indicated that availability of teachers influences pupils retention.

4.5 Influence of teaching and learning resources on pupils retention

For the researcher to investigate influence of teaching and learning resources on pupils retention in public primary schools in Nakuru North District, the researcher sought to know the ratio of teaching/learning resources and pupils in the schools, if inadequate teaching and learning resources affects the learning process as well as the concentration of pupils, if the ratio of learning materials to pupils is poor and this affects the retention of pupils in the school, if students leave school due to lack of the necessary learning resources in the school, if students leave school

since the teaching resources are not adequate and the extent to which availability of teaching and learning resources affect the retention of pupils.

The ratio of textbooks and pupils in the schools was as shown in Table 4.10.

Table 4.10

Textbooks and pupils ratio in the schools

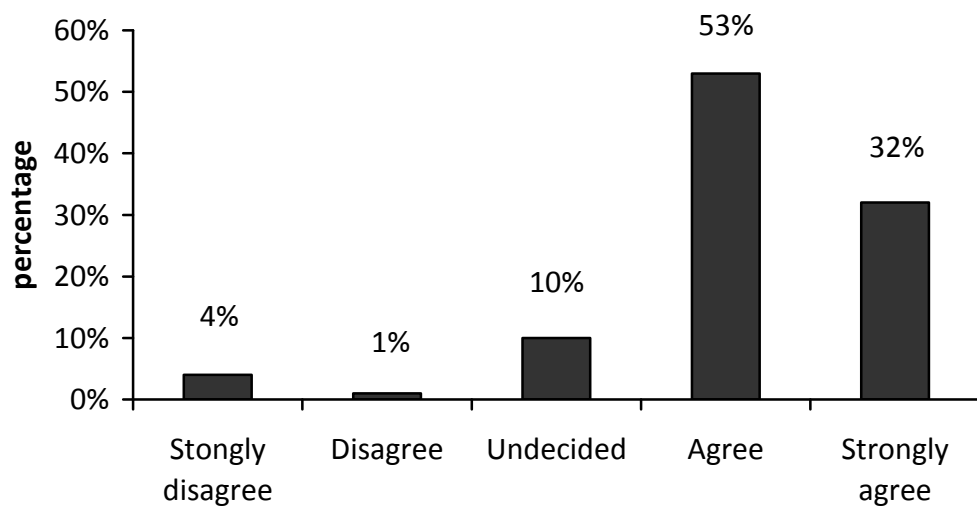
Ratio	Frequency	%
1:1	3	4
1:2	2	3
1:3	34	42
1:4	41	51
Total	80	100

Many of the teachers 41 (51%) indicated that their school have a textbooks and pupils ratio of 1:4. The study found that most schools started experiencing the increased drop outs and transfers of pupils after the initiation of the Universal Primary Education (UPE) in the country. (Muwanika, 2008) study sought to precisely establish the reasons behind the poor retention of pupils in most public schools in the country. The lack of learning and teaching resources is among the key challenges that were found to influence the retention of pupils in the schools..

The researcher further studied the effect of inadequate of teaching and learning resources on learning process as well as the concentration of pupils. The findings are presented in the Figure 4.7.

Figure 4.7

Inadequate teaching and learning resources affects the learning process as well as the concentration of pupils

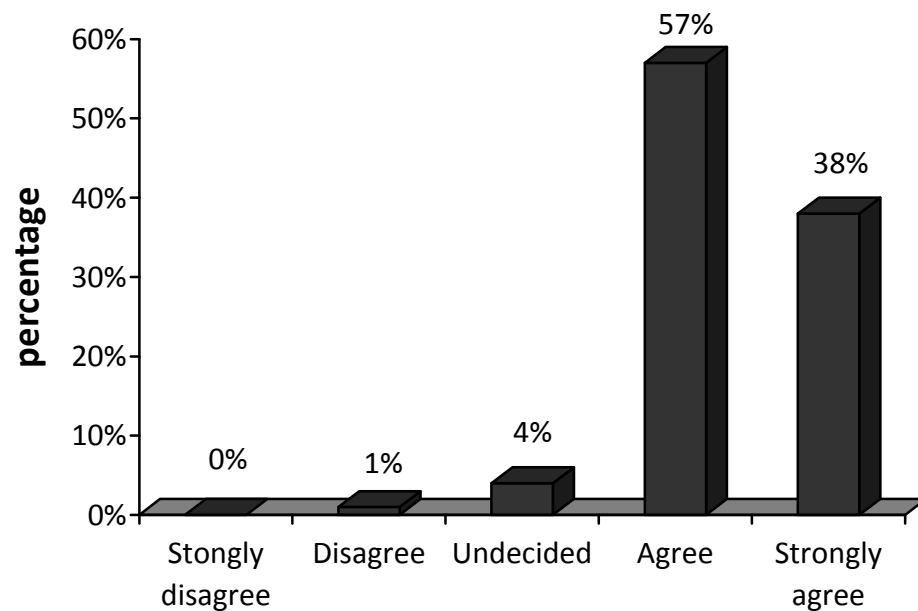


Majority of the teachers 42 (53%) agreed that inadequate teaching and learning resources affects the learning process as well as the concentration of pupils. The might indicate that the government has not done much in reinforcing the primary schools sector and thus every year more pupils are dropping out to join schools that they think can offer better education to them.

The researcher investigated if the ratio of learning materials to pupils is poor and affects retention of pupils in the school. The findings are shown in the Figure 4.8.

Figure 4.8

The ratio of learning materials to pupils is poor and this affects the retention of pupils in the school



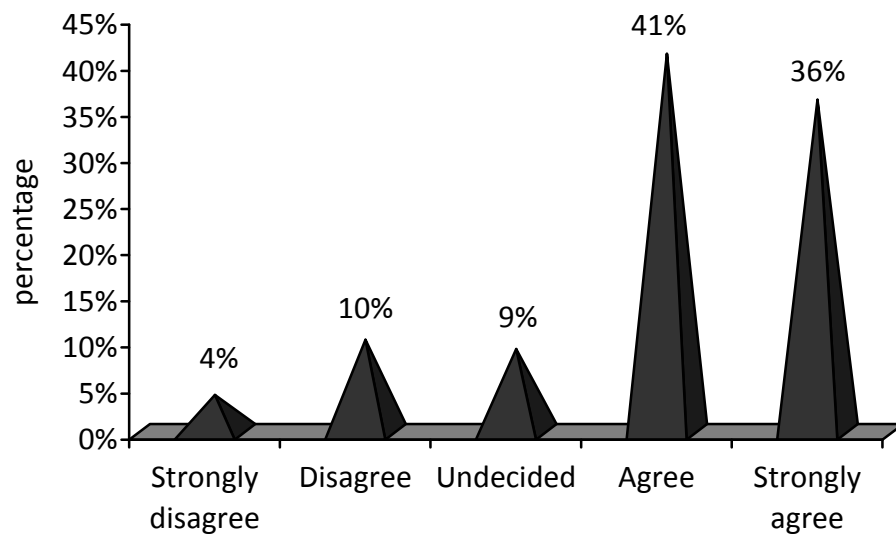
Majority of the teachers 45 (57%) agreed that the ratio of learning materials to pupils is poor and affects retention of pupils in the school. MOEST (2003) study indicated that the cost of attaining these objectives has been increased because only a small proportion of the increasing number of children entering school complete the primary cycle. Since most of those who drop out lapse into illiteracy, expenditure on these pupils is essentially wasted. Eliminating fees in

schools is not sufficient to ensure educated populations; education requires keeping children in school.

The researcher then studied if the students drop out of school because they are not able to get the necessary learning resources in the school. The findings are shown in the Figure 4.9.

Figure 4.9

Students leave school due to lack of the necessary learning resources in the school



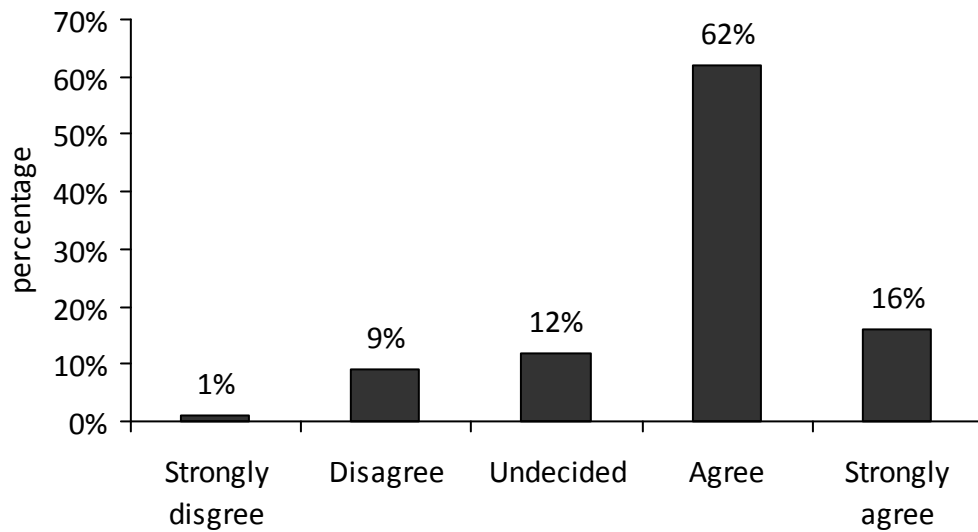
Many 33 (41%) of the teachers agreed that students leave school because they are not able to get the necessary learning resources in the school. The head teachers also indicated the same findings that students leave school because they are not

provided with necessary learning resources either by school or the parents. This influences the pupils' retention in the primary schools.

The researcher sought to know teachers' level of agreement on teaching resources being inadequate in the school; hence most students leave school to get better schools. The results are shown in the Figure 4.10.

Figure 4.10

Students leave school since the teaching resources are not adequate



Majority 49 (62%) of the teachers agreed that students leave school since the teaching resources are not adequate. The head teachers also highlighted the same problem of inadequate teaching resources negatively influencing the pupil's retention. This implies that the primary schools do not have necessary teaching resources to maintain the pupils in the school.

The researcher sought to investigate the extent to which the availability of teaching and learning resources affect the retention of pupils in the school. The results are shown in the Table 4.11.

Table 4.11

Extent to which availability of teaching and learning resources affect the retention of pupils

Response	Frequency	%
To a greater extent	43	54
To some extent	21	26
Not at all	4	5
Not sure	12	15
Total	80	100

Majority 43 (54%) of the teachers indicated that the availability of teaching and learning resources affect the retention of pupils in the school to a greater extent while 21 (26%) indicated it affects to some extent. A few 12 (15%) were not sure of the statement. The same findings was indicated by the head teachers who indicated that availability of teaching and learning resources affects retention of pupils to a greater extent.

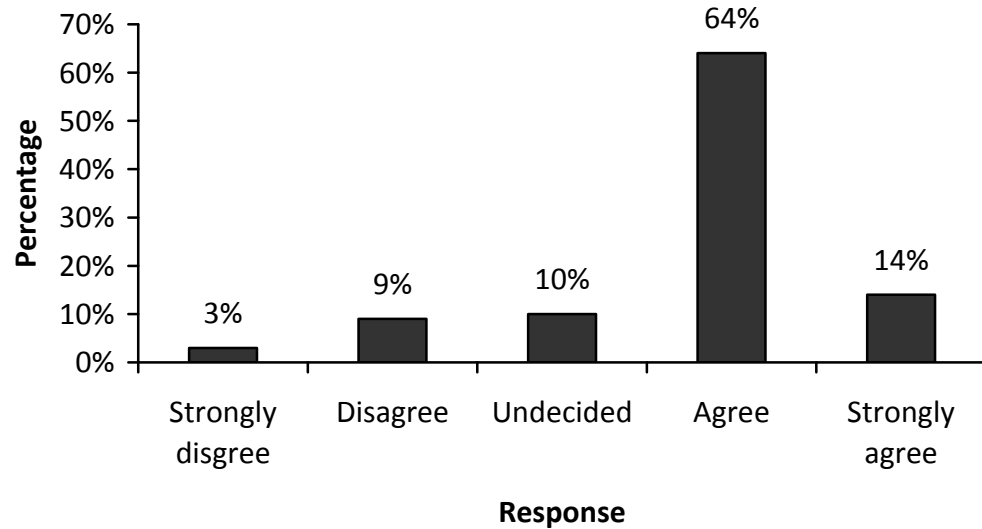
4.6 Influence of physical resources on pupil retention

For the researcher to determine influence of physical resources on pupil retention in public primary schools in Nakuru North District. The researcher sought to know if the physical resources influence pupil's retention. In the light of this the researcher enquired if the conditions of the classrooms affect learning and hence poor retention of pupils, if parents opt for their children to study in private schools due to insecurity measures, The toilet standardization contribute to outbreaks of disease hence affecting retention rate, if physical resources suitability for the inclusion of learners with or without disabilities affects the retention of pupils, if school library to support effective learning leads moved to pupils movement to other schools and the extent to which the availability of physical resources affects the retention of pupils.

The researcher investigated if the conditions of the classrooms affect learning and hence retention of pupils. The findings are presented in the Figure 4.11.

Figure 4.11

The conditions of the classrooms affect learning and hence retention of pupils

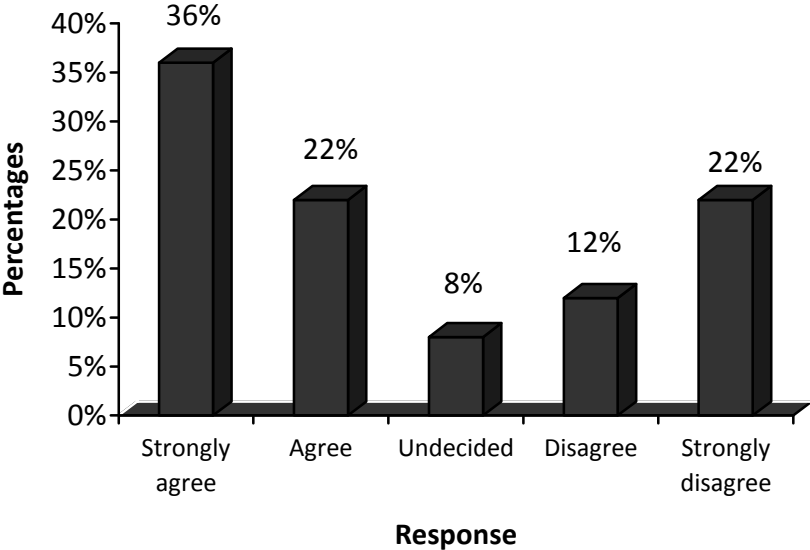


Majority 51 (64%) agreed that the poor conditions of the classrooms affect learning and hence retention of pupils. This implies that pupils' retention is positively influenced by the conditions of the classrooms. A study carried out by McGowen (2007) on the impact of school facilities on pupil achievement, attendance, behavior, completion rate and teacher turnover rate in selected Texas primary schools, was to explore the possible relationship between school facility conditions and school outcomes such as pupil academic achievement, attendance, discipline, completion rate and teacher turnover rate. School facility condition for the participating schools was determined by the Total Learning Environment Assessment (TLEA) as completed by the principal or principal's designee on primary school campuses in Texas with enrollments between 1,000 and 2000. Data for achievement, attendance, discipline, completion rate and teacher turnover

rate were collected through the Public Education Information Management System (PEIMS) managed by the Texas Education Agency. Their relation to school facilities was investigated using multiple regression models to compare sections and subsections of the TLEA with each of the five dependent variables.

The researcher investigated if parents opt for their children to study in private schools due to insecurity measures. The findings are presented in the Figure 4.12.

Figure 4.12
Parents opt for their children to study in private schools due to insecurity measures

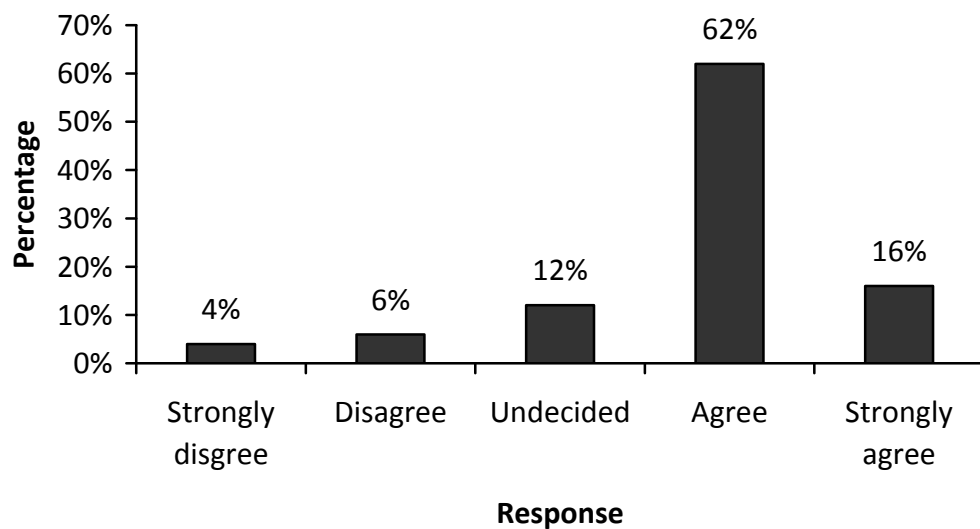


Majority 29 (36%) strongly agreed that parents opt for their children to study in private schools due to insecurity measures. McGowan's (2007) study the availability and condition of the facilities affect also the retention of the teachers and hence the overall performance of the pupils in the schools. By assessing a school's facility condition and comparing it to performance outcomes, researchers may be able to develop the ability to identify the components of school facilities that can best predict pupil and staff performance.

The researcher investigated if the unstandardized toilets contribute to outbreaks of disease hence affecting retention rate. The findings are presented in the Figure 4.13.

Figure 4.13

The unstandardized toilets contribute to outbreaks of disease hence affecting retention rate

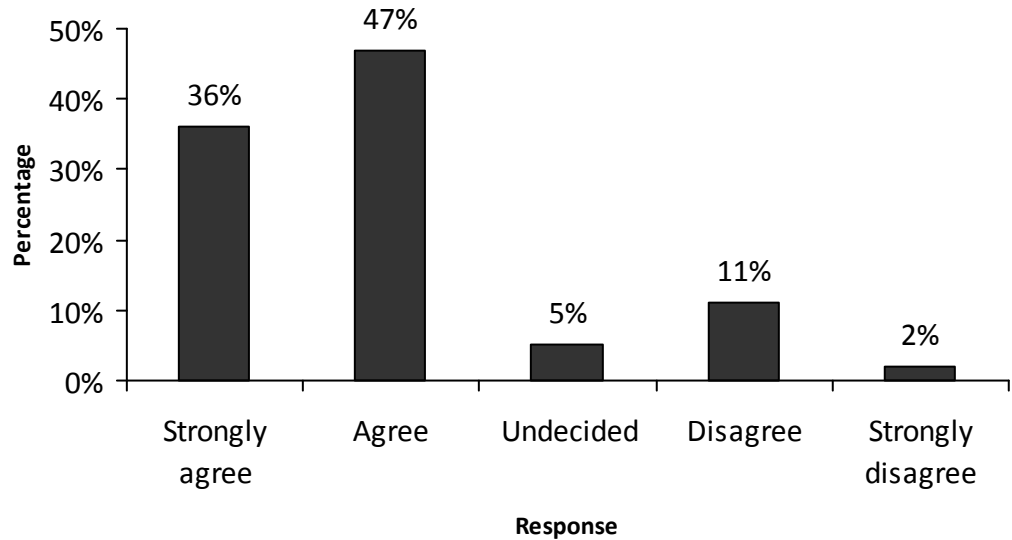


A majority 49 (62%) of teachers agreed that the unstandardized toilets contribute to outbreaks of disease hence affecting retention rate. (O'Neill, 2000) indicated that a good pupil performance will help retain them in school. Most of the literature reviewed in this section shows that there is a clear connection between the physical school resources and the retention. Public schools have been seen to have the biggest challenge when it comes to the lack of physical resources, due to lack of funding on the part of the government. Though the issue of physical resources has been explored in length in terms of the impact it has had on the pupils.

The researcher investigated if the physical resources suitability for the inclusion of learners with or without disabilities affects the retention of pupils. The findings are presented in the Figure 4.14.

Figure 4.14

The physical resources suitability for the inclusion of learners with or without disabilities affects the retention of pupils



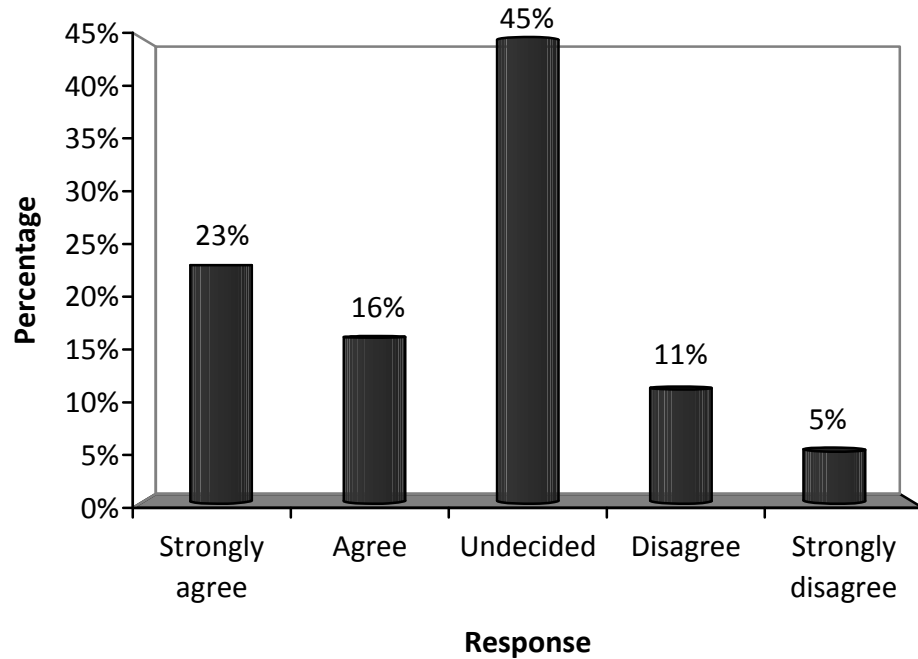
Many 37 (47%) of the teachers agreed that the physical resources unsuitability for the inclusion of disabled and non-disabled learners affects the retention of pupils.

The head teachers also indicated that physical resources unsuitability for inclusion of both disabled and non-disabled to be influencing retention of pupils negatively.

The researcher investigated if lack of school library to support effective learning leads moved to pupils' movement to other schools. The findings are presented in the Figure 4.15.

Figure 4.15

Lack of school library to support effective learning leads to pupils movement to other schools



Many 36 (45%) of teachers were undecided that lack of school library to support effective learning leads to pupils movement to other schools. This finding was also highlighted by the head teachers who indicated that their schools lack school library and this makes the pupils to join other schools that have school libraries.

The researcher investigated the extent to which the availability of physical resources affects the retention of pupils. The findings are presented in the Table 4.12.

Table 4.12

Extent to which the availability of physical resources affects the retention of pupils

Response	Frequency	%
To a greater extent	41	51
To some extent	12	15
Not at all	24	30
Not sure	3	4
Total	80	100

Majority 41 (51%) of the teachers indicated the availability of physical resources affects the retention of pupils to a greater extent while 24 (30%) indicated it affects to some extent. The head teachers also indicated that availability of physical resources influences the retention of pupils in their schools. They indicated that they had lost many pupils due to inadequate physical resources.

4.7 Influence of teacher's attitude on the retention of pupils

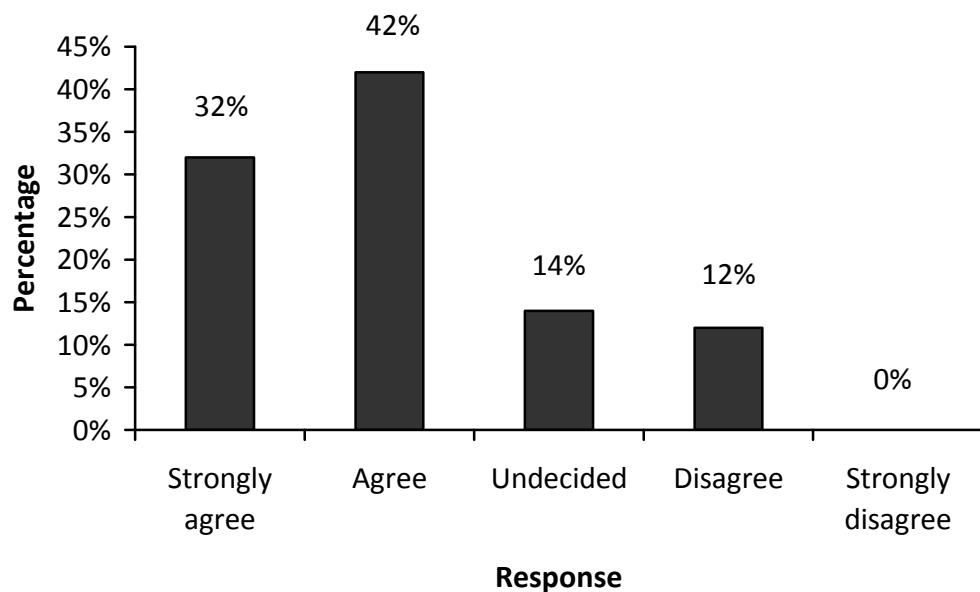
For the researcher to determine the influence of teacher's attitude on the retention of pupils in public primary schools in Nakuru North District, the researcher sought to know if the teachers commitment towards good learning affects the retention of pupils, if lack of coherence between classroom practices and expressed educational beliefs affects negatively the retention of pupils, if teachers

tend to perceive school failure as a result of the socio-psychological deprivation due to social conditions of child and family and the extent to which teachers' attitude affect the resources which affect the retention of pupils.

The researcher investigated if teachers' commitment towards good learning affects the retention of pupils. The findings are presented in Figure 4.16.

Figure 4.16

Teachers commitment towards good learning affects the retention of pupils



Many 34 (42%) of the respondents agreed that teachers commitment towards good learning affects the retention of pupils. Teachers are regarded as the basic tools in education and curriculum implementations. Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with

challenges in their daily professional life and to their general well-being, and they shape pupils' learning environment and influence pupil motivation and achievement. This therefore must be influencing pupils retention in schools.

The researcher investigated if lack of coherence between classroom practices and expressed educational beliefs affects negatively the retention of pupils. The findings are presented in the Table 4.13.

Table 4.13

Lack of coherence between classroom practices and expressed educational beliefs affects negatively the retention of pupils

Response	Frequency	%
Strongly disagree	7	9
Disagree	4	5
undecided	10	11
Agree	37	46
Strongly agree	22	27
Total	80	100

Many 37 (46%) of the teachers agreed that lack of coherence between classroom practices and expressed educational beliefs affects negatively the retention of pupils. Teacher's attitude has a lot of impact on the retention of pupils in schools. This is because the teacher's attitude determines how they interact with the pupils

and the relationship that the pupils can have with them. For instance, according to social control theory, these less cohesive bonds relate to deviancy in youngsters (Hirschi, 1969). Hence there are theoretical reasons to expect that low teacher expectations, when perceived by pupils, result not only in less academic progress, but in an active oppositional behavioral response from pupils as well.

The researcher investigated if the teachers tend to perceive school failure as a result of the socio-psychological deprivation due to social conditions of child and family. The findings are presented in the Table 4.14.

Table 4.14

Teachers perceive school failure as a result of social conditions of child and family

Response	Frequency	%
Strongly disagree	3	4
Disagree	7	9
Undecided	11	14
Agree	25	31
Strongly agree	34	42
Total	80	100

Many 25 (31%) agreed that teachers tend to perceive school failure as a result of the socio-psychological deprivation due to social conditions of child and family.

Examining the association between teacher expectations and pupils' school-disruptive behavior adds not only to the knowledge concerning the effects of teacher expectations, but is relevant for school deviancy research as well. While studies have dealt with the role of teachers in preventing school misconduct, most focus on the teacher pupil relationship as the main determinant of pupil misbehavior. These studies show that when teachers make sure that pupils feel supported, and, more generally, feel at home in school, pupils are less likely to break the school rules (Demagnet & Van Houtte, 2011).

The researcher sought to investigate the extent to which teachers' attitude affect the retention of pupils. The results are shown in the Table 4.15.

Table 4.15

Extent to which teachers' attitude affects the retention of pupils

Response	Frequency	%
To a greater extent	45	56
To some extent	18	22
Not at all	11	14
Not sure	6	7
Total	80	100

The majority 45 (56%) of the teachers respondents indicated that teachers' attitude affect the retention of pupils to a greater extent while 18 (22%) indicated

it affects to some extent. If the pupil and teacher relationship is negative it can lead to pupils retaliating and thus disrupting the learning process. Also, many pupils will not be willing to learn from teacher who have negative attitude towards them. However, there are theoretical reasons to expect that if pupils perceive that teachers have low expectations of them, they might act out by showing active oppositional behavior.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

5.2 Summary of the study

The study aimed to find out the institutional factors affecting pupils' retention in public primary schools in Nakuru North District, Kenya. The specific objectives were to establish the influence of attitude, teaching and learning resources, physical resources and teacher pupil ratio on pupils' retention in public primary schools in Nakuru North District, Kenya. . The study was guided by expectant theory advocated by Vroom. The study targeted 41 public primary schools with a population of 877 teachers and 41 head teachers. This gave a target population of 918 respondents. The study sampled 87 teachers and 12 head teachers. The total sample size was 99 respondents. Simple random sampling procedure was used to select at least 10% of the total number of teachers.

Questionnaires for teachers and interview schedules for head teachers were used for data collection. Reliability testing was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues.

Primary data was collected and analyzed using quantitative and qualitative analysis and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics and thematic statistics were used to analyze open ended responses. This assisted in determining the level of influence the independent variables had on the dependent variable.

The study found out that there was influence of the teacher pupil ratio on pupils retention. Majority of the respondents agreed that lack of teachers in their school makes the learning process less fun and tiresome and this to some extent affects the retention. Many of the teachers indicated that their school have a teacher pupil ratio of 1:50. Majority of the teachers agreed that teacher inadequacy has made teachers performance not good hence some preferring to move to private schools. Majority of the teachers agreed that the poor ratio of teachers to pupils has contributed to some pupils moving to other schools. Majority of respondents agreed that some of the available teachers in the schools aren't adequately trained and this contributes to the transfer of some pupils to other schools. Majority of respondents indicated that the availability of teachers affect the retention of pupils in the school to a great extent.

The findings on the influence of teaching and learning resources on pupils retention indicated that many of the teachers indicated that their school have a teaching/learning resources and pupils ratio of 1:4,. Majority of the teachers

agreed that inadequate teaching and learning resources affects the learning process as well as the concentration of pupils. Majority of the teachers agreed that the ratio of learning materials to pupils is poor and affects retention of pupils in the school. Majority of the teachers agreed that students leave school because they are not able to get the necessary learning resources in the school. Majority of the teachers agreed that students leave school since the teaching resources are not adequate. Majority of the teachers indicated that the availability of teaching and learning resources affect the retention of pupils in the school to a greater extent.

In the influence of physical resources on pupil retention the study found out that a majority of the teachers indicated the availability of physical resources affects the retention of pupils to a greater extent. Many of teachers were undecided that the lack of school library to support effective learning leads to pupils school dropout. Majority of the teachers agreed that the physical resources unsuitability for the inclusion of disabled and non-disabled learners affects the retention of pupils. A majority of teachers agreed that the unstandardized toilets contribute to outbreaks of disease hence affecting retention rate. Majority agreed that parents opt for their children to study in private schools due to insecurity measures. Majority agreed that the poor conditions of the classrooms affect learning and hence poor retention of pupils.

It was found out that a majority of the teachers respondents indicated that teachers' influences the resource utilization in schools which affect the retention

of pupils to a greater extent. Majority agreed that teachers tend to perceive school failure as a result of the socio-psychological deprivation due to social conditions of child and family. Majority of the teachers agreed that lack of coherence between classroom practices and expressed educational beliefs affects negatively the retention of pupils. Majority of the respondents agreed that teachers lack of commitment towards good learning affects the retention of pupils.

5.3 Conclusion

In conclusion, the study found out that teacher pupil ratio influences pupils retention. Lack of teachers in their school makes the learning process less fun and tiresome and this to some extent affects the retention. The schools have a teacher pupil ratio of 1:50 which is not the required ratio for a school. Inadequacy of teaching staff has made teachers performance not good hence some preferring to move to private schools. The poor ratio of teachers to pupils has contributed to some pupils moving to other schools. Some of the available teachers in the school aren't adequately trained and this contributes to the transfer of some pupils to other schools.

The findings on the influence of teaching and learning resources on pupils retention indicated that schools have textbooks and pupils ratio of 1:4 which is inadequate for proper learning and affects negatively pupils' retention. Inadequate teaching and learning resources affects the learning process as well as the concentration of pupils. The ratio of learning materials to pupils is poor and

influences retention of pupils in the school. Students leave school because they are not able to get the necessary learning resources in the school. Students leave school since the teaching resources are not adequate. The availability of teaching and learning resources affect the retention of pupils in schools to a greater extent.

In the influence of physical resources on pupil retention the study found out that the availability of physical resources affects the retention of pupils to a greater extent. School library to support effective learning leads pupils' school dropout. Physical resources suitability for the inclusion of disabled and non-disabled learners affects the retention of pupils. Teachers agreed that the unstandardized toilets contribute to outbreaks of disease hence affecting retention rate. The conditions of the classrooms affect learning and hence poor retention of pupils.

It can be concluded that teachers' attitude affect the retention of pupils to a greater extent. Teachers tend to perceive school failure as a result of social conditions of child and family. Lack of coherence between classroom practices and expressed educational beliefs affects negatively the retention of pupils. Teachers' lack of commitment towards good learning affects the retention of pupils.

5.4 Recommendation

Based on the conclusion, the following recommendations are made;

1. The study found out that teacher pupil ratio influenced pupils' retention. Therefore the Ministry of Education and TSC should employ more teachers to enhance the teacher pupils' ratio in primary schools.

2. Study findings showed that teaching and learning resources influence the retention of pupils. The government through the Ministry of Education and Constituency Development Fund should support acquisition of teaching and learning resources in primary schools.
3. Physical resources were found to influence pupil retention. Therefore the government through the Ministry of Education should sensitize head teachers on the importance of physical resources on pupil's retention.
4. Teacher's attitude was found to influence the retention of pupils in public primary schools. The teachers should therefore create a conducive environment at school to enable the pupils feel at home.

5.5 Suggestions for further research

The researcher suggests that the following areas can be researched further:

1. There should be a research on other factors affecting pupils' retention in primary schools since this study only focused on four institutional factors.
2. A study should be conducted on institutional factors affecting pupils' retention in private primary schools in Nakuru North District, Kenya since this study focused on public primary schools.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Flomena M. Gichohi
University of Nairobi
P. O. BOX 30197,
Nairobi

Dear Respondent,

**RE: INSTITUTIONAL FACTORS AFFECTING PUPILS' RETENTION IN
PUBLIC PRIMARY SCHOOLS IN NAKURU NORTH DISTRICT**

I am a post graduate student in the college of education and external studies, department of education administration and planning, University of Nairobi.

As part of my M. Ed course I am required to collect data and write a project report on **Institutional Factors Affecting Pupils' Retention in Public Primary Schools in Nakuru North District.**

Kindly and honestly respond to all the items of the questionnaire. The questionnaire is basically for research purposes only and utmost confidentiality will be observed. Please do not put down your name and that of your current school anywhere on the questionnaire.

Thank you for your cooperation.

Yours sincerely,

Flomena M. Gichohi.

E55/71949/2011

APPENDIX II

INTERVIEW GUIDE FOR HEAD TEACHERS

This interview guide is to collect data for purely academic purposes. The study seeks to find out the **Institutional Factors Affecting Pupils’ Retention in Public Primary Schools in Nakuru North District**. All information will be treated with strict confidence.

Section I: Background Information

1. What is your Age Bracket?

- | | | | |
|--------------------|-----|--------------------|-----|
| 25 years and below | [] | 26-30 Years | [] |
| 31-35 Years | [] | 36 Years and above | [] |

2. What is your Highest Educational Level? _____

3. What is your Working Experience? _____

Section II: Institutional Factors Affecting Pupils’ Retention in Public Primary Schools

4. How does teacher pupil ratio influence the retention of pupils in public primary schools in Nakuru North District?

5. How does teaching and learning resources influence retention of pupils in public primary schools in Nakuru North District?

6. How does availability of physical resources influence pupil retention in public primary schools in Nakuru North District?

7. How does teacher's attitude affect pupils' retention in public primary schools in Nakuru North District?

8. What are the measures that can be put in place to enhance the institutional capacity in promoting pupil retention in public primary schools in this area?

Thank you for your cooperation

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to find out the **Institutional Factors Affecting Pupils' Retention in Public Primary Schools in Nakuru North District**. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking (✓) the option that applies.

Section I: Background Information

1. What is your sex?

Male

Female

2. What is your age bracket?

25 years and below

26-30 Years

31-35 Years

36 Years and above

3. What is your highest level education?

Certificate

Diploma

Degree

Masters

Any other, _____

4. What is your working experience?

0-5 Years and below

6-10 Years

11-15 Years

16 Years and above

Section II: Availability of Teachers and Pupils' Retention

5. Indicate the teacher pupil ratio in your school?

- 1:20 [] 1:30 [] 1:40 []
 1:50 [] 1:60 [] more than 61 []

6. Indicate whether you agree with the following statements on how the availability of teachers affects pupils' retention in your school. Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree and SD-Strongly Disagree

	SA	A	U	D	SD
Lack of teachers in our school makes the learning process less fun and tiresome and this to some extent affects the retention					
Teacher inadequacy has made our performance in the school not good hence some preferring to move to private schools					
The ratio of teachers to pupils in our school is poor and this has contributed to some pupils moving to other schools					
Some of the available teachers in our school aren't adequately trained and this contributes to the transfer of some pupils to other schools					

7. i) To what extent does the availability of teachers affect the retention of pupils in your school?

To a greater extent To some extent

Not at all Not sure

ii) Please explain your response in 7(i) above.

Section III: Availability of Teaching and Learning Resources and Pupils’

Retention

8. Indicate the ratio of text books to pupils in your school?

1:1 1:2 1:3

1:4 others specify.....

9. Indicate whether you agree with the following statements on how the teaching and learning resources affect pupils’ retention in your school. Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree and SD-Strongly Disagree

Agree, A-Agree, U-Undecided, D-Disagree and SD-Strongly Disagree

Statement	SA	A	U	D	SD
Lack of adequate teaching and learning resources affects the learning process as well as the concentration of pupils in class hence affecting their interest in learning					

The ratio of learning materials to pupils is poor in our school; this affects the learning process as well as retention of pupils in the school.					
Students leave school because they are not able to get the necessary learning resources in the school					
Teaching resources are not adequate in the school, hence most students leave school to get better schools					

10. i) To what extent does the availability of teaching and learning resources affect the retention of pupils in your school?

To a greater extent To some extent
 Not at all Not sure

ii) Please explain your response in 10 (i) above.

Section IV: Availability of Physical Resources and Pupils’ Retention

11. Are the physical resources in your school conducive for learning purposes?

Yes No

12. Indicate whether you agree with the following statements on how the availability of teachers affects pupils’ retention in your school. Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree and SD-Strongly Disagree

Agree, A-Agree, U-Undecided, D-Disagree and SD-Strongly Disagree

Statement	SA	A	U	D	SD
The classrooms in our school are in poor conditions this affects learning and hence poor retention of pupils.					
The are no security measures in our school, hence parents opt for their children to study in private schools					
There are no standard toilets in our school and this contributes to outbreaks of disease hence affecting retention rate.					
The physical resources aren't suitable for the inclusion of disabled and non-disabled learners, hence affecting the retention of those pupils who are disabled.					
Our school doesn't have a school library to support effective learning of pupils hence some pupils tend to be moved to other schools with well-equipped libraries.					

13.i) To what extent does the availability of physical resources affect the retention of pupils in your school?

To a greater extent [] To some extent []

Not at all [] Not sure []

ii) Please explain your response in 10 (i) above.

Section V: Influence of Teachers’ Attitude on Pupils’ Retention

14. Indicate whether you agree with the following statements on how the teachers’ attitude affects pupils’ retention in your school. Key: SA-Strongly Agree, A-Agree, U-Un Decided, D-Disagree and SD-Strongly Disagree

Statements	SA	A	U	D	SD
Some of our teachers lack commitment towards good learning and hence affecting the retention of pupils in schools.					
Lack of coherence between classroom practices and expressed educational beliefs affects negatively the retention of pupils in the class					
Some of the teachers tend to see school failure as a result of the socio-psychological deprivation due to social conditions of child and family					

15. i) To what extent does the teachers’ attitude affect the resources affect the retention of pupils in your school?

To a greater extent []

To some extent []

Not at all []

Not sure []

ii) Please explain your response in 10 (i) above.

16. Mention one of the measures that need to be put in place so as to enhance institutional capacity in promoting the retention of pupils in public primary schools in Nakuru, North District?

Thank you for your cooperation

Appendix IV: Authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No.

Date:

26th June, 2014

NACOSTI/P/14/0024/2166

Flomena Muthoni Gichohi
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional factors affecting pupils retention in public primary schools in Nakuru North District,*" I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 1st August, 2014.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR. M. K. RUGUTT, Ph.D, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.

Appendix V: Research clearance permit

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/14/0024/2166**
MS. FLOMENA MUTHONI GICHOHI **Date Of Issue : 26th June, 2014**
of UNIVERSITY OF NAIROBI, 804-20100 **Fee Recieved :Ksh 1,000**
nakuru, has been permitted to conduct
research in Nakuru County
on the topic: INSTITUTIONAL FACTORS
AFFECTING PUPILS RETENTION IN
PUBLIC PRIMARY SCHOOLS IN NAKURU
NORTH DISTRICT
for the period ending:
1st August, 2014




H. Gichohi
Applicant's Signature

N. Mwangi
Secretary
National Commission for Science, Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A/2016

CONDITIONS: see back page