

Factors Affecting the Retention Rate of Pupils in Public Primary Schools in Hindi Division, Lamu West Sub-County, Lamu County

Selita Hadiribo Makorani¹

Samuel Muli²

¹Department of Education, School of Arts and Social Studies, Kenya Methodist University, Kenya

²Director, School of Business, Kenya Methodist University, Kenya

ABSTRACT

Kenya's vision 2030's social pillar on Education and training states in part that the overall goal for 2012 is to reduce illiteracy by increasing access to Education, improving transition rate in primary and secondary schools and raising the quality and relevance of education hence retention. There are so many factors that have contributed to low retention rates of pupils in public primary schools. In almost all developing countries, School dropout, and retention rate has been a subject of interest to academics, researchers and policy makers for a long time. The general of this study was to determine factors affecting the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county while Specific Objectives included to determine the effects of family background on retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county, to establish the effects of learning environment on retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county and to analyze the effects of societal culture on the retention rates of pupils in public in primary schools in Hindi Division, Lamu west sub-county. It is hoped that findings of this research will help improve the understanding of factors affecting the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county and their effects will help improve on the retention rate. The study was firmly founded on three theories; human capital Theory, functionalist Theory and achievement motivation Theory. The study adopted a survey research design, where selected public primary schools will be targeted for the study. The study was carried out using open and closed ended questionnaires which were given to (32) thirty two headteachers. From the findings, the study concluded that the aspects of Family background aspects such as Level of education of parents, Gender of children in family, Economic background of the family and Aspiration of the family affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. It was also clear from the findings that the learning environment aspects such as availability of textbooks/teaching aids /parents, clubs and social facilities around the school, gender of children in family and achievement level affects retention rate of

pupils in public primary schools in Hindi Division, Lamu west sub-county. Further, from the findings, the respondents felt that the aspects of Social culture aspects such as Social – cultural practices, roles of social-cultural practices, relevancy to learning to the society and number of children in family affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. The study therefore concluded that family background, learning environment and societal culture influence affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county, Lamu County. The study recommended that the Government should formulate policies favorable to learners in order to enhance retention rates, especially through provision of necessary learning facilities in public schools. Further, the study recommended that parents and guardians with children in schools must be sensitized on what ought to be done to ensure that pupils get retained in schools; an effort that would ensure that these pupils are prepared fully to assume challenging responsibilities in future.

1. Introduction

The Universal Declaration of Human Rights, adopted in 1948, declared that “everyone has a right to education.” Education is a social, economic, cultural, civil and political right. Kenyan government spends a big percentage of resources on education. Despite this effort, however, the retention rate of pupils in public primary schools is relatively low. There are so many factors that have contributed to low retention rates of pupils in public primary schools, (Muthoni, 2014). In almost all developing countries, School dropout, and retention rate has been a subject of interest to academics, researchers and policy makers for a long time. Primary education forms the basis of entire system of education. Its importance lies in the fact that it serves as the foundation on which the subsequent edifice of the education system is raised. It makes immense contribution to the overall development of a country.

A dropout can be defined as a child who enrolls in school but fails to complete the primary level of education cycle. The study of general drop outs from schools indicates that there is usually wastage of government resources and funds invested in meeting its desired and anticipated results at a scale considerably higher than the expected outcome at the end of an educational programme. In Kenya as explained by Edwin (2012) education is seen as a fundamental human right and it is recognized as a pivot for the attainment of self-fulfilment and national development.

In Kenya Free primary Education (FPE) was launched by the Minister of Science and Technology (MoEST) in 2003. Levies and fees were abolished in primary schools in Kenya. The aim of free primary education was to provide more opportunities especially to the poor communities. The session paper No. 1 of 2005 has underlined the Government's commitment to achieve universal primary education (UPE) by 2005 which is a key strategy towards attaining the overall goal of Education for All (EFA). After the initial boost in enrolment, the schools began to experience a decline in enrolment due to drop out. The UNESCO study (2005) established a 5 percent drop in enrolment within a year. Just to mention a few, for example in Nairobi, there was a 22 percent decline between 2003 and 2004, attributed to dropout, poverty. Recent trends have pointed to increasing dropout rates at the primary school level (Mwebia 2008). In 2007, the dropout rates for primary school averaged 4.8%, with disturbing regional and gender. In Lamu county many pupils drop out of school mostly when they reach classes five and six.

2. Research Gap

Education is a social, economic, cultural, civil and political right. Kenyan government spends a big percentage of resources on education. Despite this effort, however, the retention rate of pupils in public primary schools is relatively low. There are so many factors that have contributed to low retention rates of pupils in public primary schools, among them family background, environment in which the pupils are learning, social culture among others, (Muthoni, 2014). In almost all developing countries, School dropout, and retention rate has been a subject of interest to academics, researchers and policy makers for a long time. With the re-introduction of Free Primary Education there was an increase of over 7.2 million from 891,553 in 1963 (Theuri, 2004). The presence of high dropout and repetition rates are however, detrimental to these gains. While many pupils enroll, only 47% complete the primary school level (Republic of Kenya, 2003) and that of pupils entering class one, only 55% of boys and 35% of girls enter standard eight.

Some questions about rate of retention of public primary school pupils in Hindi division Lamu County remain unanswered. Based on the background of this study it is evident that public primary schools enrolment in Lamu County has not improved. Given that FPE is in place, one would expect high access rates, participation, retention and graduation. This trend contradicts the national initiatives where by enrolment has been gradually increasing. Hindi division in Lamu County is a concern due to its low enrolment and retention rate.

2.1: General Objective of the study

The general objective of the study was to determine factors affecting the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county

2.1: Specific Objectives of the study

This study was guided by a set of objectives among them:

1. To determine the effects of family background on retention rates of pupils in public in primary schools in Hindi Division, Lamu west sub-county:
2. To establish the effects of learning environment on retention rates of pupils in public in primary schools in Hindi Division, Lamu west sub-county
3. To analyze the effects of societal culture on the retention rates of pupils in public in primary schools in Hindi Division, Lamu west sub-county.

3. Methodology

This study adopted descriptive survey and research design. According to Mugenda and Mugenda (2003) a survey is an attempt to collect data from members of the population in order to determine the correct status of that population with the respect to one or more variables. Moreover, a survey research is probably the best method available to social scientist and other educators who are interested in collecting original data for purposes of describing a population which is too large to observe directly. The study targeted all 64 head teachers in the 64 public primary schools in Lamu west sub-county. Mugenda and Mugenda (2003) suggests that for descriptive studies, a sample size of 10% - 30% is appropriate for analysis and reporting, therefore, a

sample size of 50% of the target population 64 was used in the study, that is, 32 respondents as shown in table 1.

Table 1: Population and Sample Sizes of the Study.

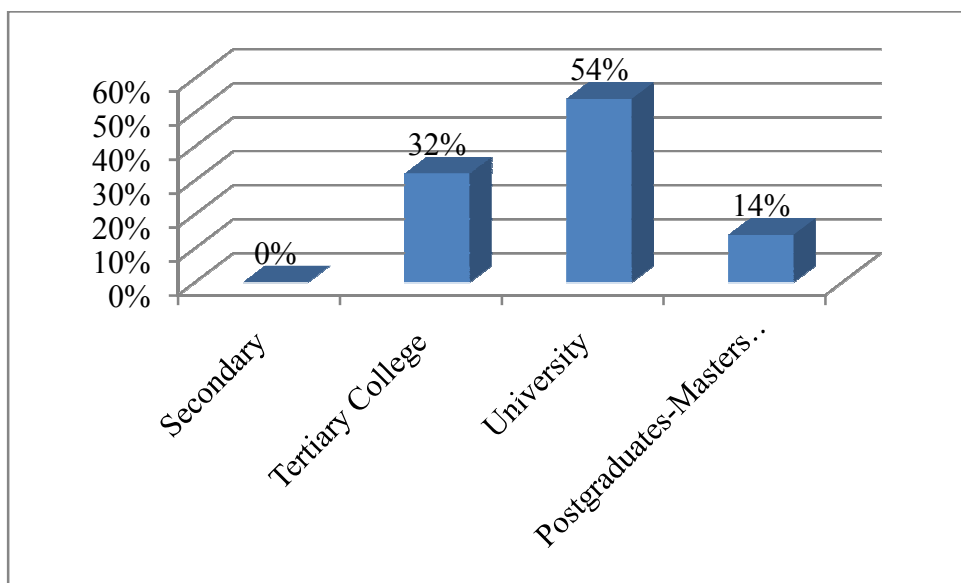
Respondents	Population	Sample Size	Sample %
Head teachers	64	32	50%
Total	64	32	50%

Source: Researcher, (2017)

In order to collect data from the 32 target respondents, a questionnaire was used to collect data. The researcher provided one questionnaire to each headteacher (respondents) through drop and picks method. To ensure reliability of the instruments the questionnaire was pretested in six public primary schools by engaging headteachers as the pilot test respondents. The data collected was analyzed using descriptive statistics (measures of central tendency and measures of variations). Once the data were collected, the questionnaires were edited for accuracy, consistency and completeness. Data was analyzed using statistical package for social sciences (SPSS) based on the questionnaires. In particular mean scores, standard deviations, percentages and frequency distribution were used to summarize the responses and to show the magnitude of similarities and differences. Results were presented in tables and charts.

4. Study Results

4.1 Education level of the Respondents



Source: Resource data, (2017)

Figure 1: Education level

The result in figure 1 shows that those headteachers teaching and managing the schools are all highly educated majority having attained university education and some above the university education. This is so because 54% have attained university education, 14 % are postgraduates (masters & PhD) while 32% are holding tertiary college. Learning sectors need highly knowledgeable citizen similar to this group and therefore the ministry is encouraged to improve and maintain the standard. Highly educated people understand retention rate of pupils in public primary schools and can work towards ensuring that retention rate is improved

4.2: Family background

Table 2 Family background

Statements	N	Mean	Std. Deviation
Level of education of parents	29	3.22	.828
Gender of children in family	29	3.86	.716
Economic background of the family	29	4.14	.415
Aspiration of the family	29	4.61	.494

Source: Researcher (2017)

The study researcher asked the respondents on the extent Family background aspects such as Level of education of parents, Gender of children in family, Economic background of the family and Aspiration of the family affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. The results in table 2 showed that majority of the respondents indicated that Family background affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county to a great extent. The results indicated scores above mean with aspect of Level of education of parents scoring a mean of 3.22, Gender of children in family a mean of 3.86, Economic background of the family scoring a mean of 4.14 and Aspiration of the family scoring a mean of 4.61. This implies Family background affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county to a great extent. This result is in agreement with Aossa, (2012) who found that Many families with very low social economic status have their children dropping out of school while children from well to do and educated families are able to undergo school programs overcoming all the barriers on the way to success.

This study also agrees with Wairimu, (2011), in her study general observation was that; parents influenced education of their children. Majority of male parents were reported to be irresponsible as a result of indulging in illicit brews. There existed single parents who are not able to provide their children with basic needs. Orotho (2014) research on factors that influence the retention rate of pupils in schools revealed several factors that influenced the retention rate which included initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on education, the roles in the society and domestic labour were overwhelming for most of children leaving them to be seriously exhausted and cannot concentrate in the class work and lastly poverty which seriously affected the education of girls as a

result of the death of parents leaving the girl child to lack school fees and depend on the guardians and well wishers.

4.2: Learning environment

Table 3: Learning environment

Statements	N	Mean	Std. Deviation
Availability of Textbooks/Teaching Aids /parents	29	4.37	.945
Clubs And Social facilities around the school	29	3.46	.994
Gender of children in family	29	4.10	.886
Achievement level	29	4.00	.877

Source: Researcher, (2017)

The study sought the respondent's opinion on the extent learning environment aspects such as Availability of Textbooks/Teaching Aids /parents, Clubs And Social facilities around the school, Gender of children in family and Achievement level affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. The results in table 3 showed that majority of the respondents indicated that learning environment affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county to a great extent. The results indicated scores above mean with aspect of Availability of Textbooks/Teaching Aids /parents scoring a mean of 4.37, Clubs And Social facilities around the school scoring a mean of 3.46, Gender of children in family scoring a mean of 4.10 and Achievement level scoring a mean of 4.00. This implies that learning environment affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county to a great extent. This results concurs with Muthoni, (2014) who found that factors such as classroom dynamics for instance poor methods of delivery, inefficient teaching, lack of proper qualifications for some teachers handling children with special needs in the integrated programmes, lack of knowledge of the subject matter and lack of commitment of teachers. Such factors made learners lose interest in learning. Such sentiments was also echoed by Lloyed, (2000) who found and concluded that motivation is a prominent concern in all schools.

4.3: Social culture

Table 4 Social culture

Resource availability	Observation	Mean	Std. Deviation
Social – cultural practices	29	4.18	.729
Roles of social-cultural practices	29	4.43	.646
Relevancy to learning to the society	29	4.15	.710
Number of children in family	29	3.56	.836

Source: Researcher, (2017)

The study further sought the respondent's opinion on the extent Social culture aspects such as Social – cultural practices, Roles of social-cultural practices, Relevancy to learning to the society and Number of children in family affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. The results in table 4 showed that majority of the respondents indicated that Social culture affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county to a great extent. The results indicated scores above mean with aspect of Social – cultural practices scoring a mean of 4.18, Roles of social-cultural practices scoring a mean of 4.43, Relevancy to learning to the society scoring a mean of 4.15 and Number of children in family scoring a mean of 3.56. This implies that Social culture affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county to a great extent. This result is in line with Kigoth (2013) who while reacting to the emergence of the nude culture which has become popular in the entertaining joint in most urban centre in Kenya, argued that failure to acquire education had forced most desperate pupils to engaged in immoral acts to keep them busy.

5 Conclusions and Recommendations

From the foregoing findings, the study concluded that family background aspects such as level of education of parents, gender of children in family, economic background of the family and aspiration of the family affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. It was also clear from the findings that the learning environment aspects such as availability of textbooks/teaching aids /parents, clubs and social facilities around the school, gender of children in family and achievement level affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. Further, from the findings, the respondents felt that the aspects of social culture aspects such as social – cultural practices, roles of social-cultural practices, relevancy to learning to the society and number of children in family affects retention rate of pupils in public primary schools in Hindi Division, Lamu west sub-county. Finally, from the study, it can be concluded that family background, learning environment and societal culture influence affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county

From the findings and conclusion of the study, family background, learning environment and societal culture affects the retention rate of pupils in public primary schools in hindi division, Lamu west sub-county and therefore the study recommended that the Government should formulate policies favorable to

learners in order to enhance retention rates, especially through provision of necessary learning facilities in public schools.

Further, the study recommended that parents and guardians with children in schools must be sensitized on what ought to be done to ensure that pupils get retained in schools; an effort that would ensure that these pupils are prepared fully to assume challenging responsibilities in future.

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