

**ANALYSIS OF SOCIAL-CULTURAL FACTORS THAT AFFECT PUPILS
RETENTION IN PRIMARY SCHOOLS IN NORTH HERR SUB-
COUNTY, MARSABIT COUNTY- KENYA**

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this research thesis is my original work and has not been presented in any other university for award of any degree.

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Recommendation

This research thesis has been submitted in the university panel with our approval as the university supervisors.

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DEDICATION

I dedicate this thesis to my wife Mrs. Lydia Bosibori and my Sons Dommen Nyarangi
and Bryson Baraka.

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First, I thank God for guiding me and supporting me throughout my research and for His grace to complete this task or endeavor. I thank my supervisors, Dr. Paul Gichohi (PhD) and Mr. Eric Mwenda for their scholarly guidance throughout my study. I also appreciate my lecturers in the department of Educational Leadership and Management who through great devotion and wisdom took me through my course. I cannot forget to appreciate my parents for their prayers, continuous moral support, encouragement and understanding throughout my study. Last but not the least; i thank my colleagues and my friends for the support and encouragement throughout my research task.

ABSTRACT

Learners in pastoralist communities have been experiencing challenges in acquiring the basic education because of social cultural factors such as cultural rites, early marriages and Female Genital Mutilation (FGM). The nomadic lifestyle makes it difficult for children to access formal education consistently. The purpose of this study was to determine the effect of social cultural factors on learner retention in primary schools in North Horr Sub County, Marsabit County, Kenya. The study was guided by four objectives which investigated issues that included: causes of low retention, the social cultural factors that promoted low retention, the retention rates in schools and the mitigation strategies that were put in place to reduce low retention rates. It was conducted in primary schools in North Horr Sub County. Theoretical framework employed was Vincent Tinto's model on learner departure which best explained the greatest influence on our understanding of learner's retention. The study embraced descriptive survey design and focused in primary schools in North Horr Sub County. A sample size of five primary schools was selected where information was provided by head teachers and teachers. Data was collected through interviews and questionnaires so as to gather both qualitative and quantitative data. The validity and reliability of the research instruments was established before collecting data. For reliability this study obtained a correlation coefficient of 0.7. The study used SPSS (Statistical Package for Social Sciences) version 20 to analyze data where computation on frequencies and percentages was done. The study established that there was high rate of gender imbalance in primary schools in North Horr Sub County of Marsabit County. Pupils educational aspirations were being thwarted by social cultural factors such as female genital mutilation, nomadism, early marriages and community low perception of education. The study established that the retention rates in primary schools were low especially for girls across all the years. The study recommended strategies such as construction of more boarding schools, establishment of mobile schools, sensitizing parents on the need for education as an alternative to pastoralism life; offering guidance and counseling to the pupils especially when they undergo FGM and sponsoring the poor pupils for uniform would go a long way in retaining more learners in school.

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ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
APA	American Psychological Association
ASAL	Arid and Semi-Arid Lands
EFA	Education for All
ERS	Economic Recovery Strategy Paper
FCUBE	Free Compulsory Universal Basic Education Program
FGM	Female Genital Mutilation
GMR	Global Monitoring Report
GOK	Government of Kenya
KNEC	Kenya National Examination Council
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Program
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NARC	National Rainbow Coalition
PCK	Pedagogical Content Knowledge
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter is organized beginning with the background of the study; followed by the statement of the problem; purpose of the study; objectives of the study; research questions; significance of the study; scope and delimitation of the study. There is the limitation and assumptions of the study while definition of operational terms concludes the chapter.

Education is consistently a significant resource and is viewed as a vital human advancement record. Governments have devoted enormous portions of their financial plans on education while parents invest in education expecting to gain in terms of academic achievement that guarantee their children employment in future (Global Business Coalition for Education, 2013). According to Chindanya (2014) and the United Nations Educational, Scientific and Cultural Organization (2000) notes that performance at the primary level in Africa is affected by many factors such as the lack of learning materials, too large classes, the roles of the parents and the school administration. This calls on the researcher to carry out a study seeking to understand how education is affected by socio-cultural factors despite there being a world-wide effort to ensure all learners get education and able to complete as required.

Education has played a vital job in achieving Malaysia's goals to be an advanced country. Malaysia's accomplishment in education enrolment and retention is huge. In spite of the fact that pre-school is not a must in Malaysia, it has before accounted for just about 91 percent of youngsters at four years old and five in the nation registered in

various pre-schools in 2014 (Morshidi, 2015). Concerning primary level for which enrolment is mandatory, Malaysia has accomplished an enrolment pace of right around 98 percent. However, Latif, Sumalee and Bahroom (2017) notes that student's retention is a difficult issue for the scholastic network hence compelling measures for student's upkeep to be executed so as to build the conservation of qualified students at the school.

According to Bhatti, Bano, Khanam and Hussein (2016) who have done a study in Pakistan, proclaims that education is widely viewed as a course to monetary success being the way to logical and technological progression. Consequently, it assumes a vital job in human capital development and a vital device for manageable financial development. Education likewise battles joblessness, affirms sound establishment of social value, mindfulness, resistance, confidence and spread of political socialization and social imperativeness. Ahmad, Rauf, Rashid, Rehman and Salam (2017) (Ibid) have established that the most elevated pace of dropouts is one of the most significant pointers of low quality of training in Pakistan. The programs and approaches planned by the government and contributor organizations neglects to analyze the essential reasons of poor enlistment and high dropouts.

Ghana as a country have started different educational projects during the pre-primary and primary school towards improvement. Unmistakable among these projects is the Free Compulsory Universal Basic Education Program (FCUBE), which is planned for furnishing each pupil of school age with great essential education. (Ministry of Education, Science and Technology [MOEST], 2016). Ananga (2017) in Ghana sees that tending to class dropout is one of the most dubious components of arrangement since the presentation of free compulsory universal basic education (FCUBE). The author further

notices that so as to accomplish the objective of widespread essential training by 2020, educational arrangement ought to be concentrated all the more straightforwardly on reducing dropout rates.

Primary education is the establishment of formal education. It is a basic segment in the echelons of instructive arrangement of each country. So as to fit the bill for different levels of education, one initially goes through primary schools, as such it is a foundation whereupon every other degree of education and learning accomplishments are anchored on (Asiabaka & Mbakwem, 2016). Asodike (2014) expresses that paying little heed to the disappointment of the UPE, the Nigerian government has presented the Universal Basic Education (UBE) program. The program is planned so that students are intended to secure functional literacy, communication skills and vocational education. UBE program is organized to be fundamentally free and mandatory to all youngsters between the ages of six to twelve and the arrangement of free uniforms, books and free lunch.

The legislature of Kenya received the strategy of Free Primary Education (FPE) in 2003, the primary school enlistment rate has expanded to 104 percent but still 1.8 million youngsters are out of school (Government of Kenya [GOK], 2015). Reliable endeavors are made to address issues of access, value, quality, maintenance and importance of learning. Since freedom numerous changes in the education area have been attempted so as to address the general objectives of the national Economic Recovery Strategy Paper (ERS), such as global advancement duties. One of these duties are the Sustainable Development Goals (SDGs), Education for All (EFA) and convey of the strategies as set in the Sessional Paper No 1 of 2005 on approach system for education (MOEST, 2014). Primary education in Kenya is all inclusive and free and the significant objective of

elementary school education is to create self-articulation, self-restraint and confidence, while simultaneously giving adjusted learning experience. Therefore, there is need to keep up pupils' maintenance in primary schools.

1.1.1 The Retention of Pupils' in Primary School

Student retention entails the numbers of pupils who remain in school for period of their primary education (Burr, Burr & Novak, 2011). Fowler and Luna (2012) refer student retention to students' who continue to study until successful completion. The author further argues that so as to pick the most productive student or aggregate intercession strategies, it is critical for establishments to precisely survey those features that assist pupils succeed or cause them to drop out.

Dropping out of kids from school is transformed into a tough issue in numerous areas globally (Young & Chavez, 2012). Around the world, there are high paces of pupils leaving school, especially in the developing nations. World Bank (2015) states that those 58 million youngsters who are still out of school, a predominant number of these dropouts are found in emerging countries with the greater part in Africa. In Ghana, Adam, Adom and Bediako (2016) shows that the quantity of youngsters getting to fundamental education keeps on ascending throughout the years. The Gross Enrolment Rates for essential expanded from 2013/2014 from 107.3% to 110.4%. The government of Ghana's effort to expand access to basic education prompted elimination of school charges, introduction of capitation grants, school feeding and free school uniforms have improved. Despite that, while basic school enlistment in Ghana has improved essentially as of late, one significant test confronting it is elevated levels of dropouts.

In New Zealand, a general increment in pupils' numbers in primary schools, puts government funding under tension. Thus, generally low retention and pass rates have brought up issues concerning whether the present framework offers some incentive for cash and how the financing framework infuses measurement of performance in terms of retention, pass and student's fulfillment rates (Scott, 2015). Coates (2016) contends that pupils' retainment is taken as a proportion of the quality of teaching. Notwithstanding, it is basic that pupils recognizes the kind of education and learning practices that lead to gratifying learning involvements

Lamb, Walstab, Teese, Vickers and Rumberger (2014) proposes that the Australian national methodology when expanding retention in schools ought to target diminishing contrasts between student's gatherings and societies inside states and other regions. As per Purdieand and Buckley (2015) policies are expected to decipher the expansive target of value retention in Australia including early intervention programs; continuous observing of student's progress; building more grounded school-society relations; making positive learning beliefs; guaranteeing accessibility of student support amenities; coming up with quality programs of study; founding school program assessment; better provision of return-to-study programs; and more precise measurement of student achievement and results.

Ruff (2016) have done an investigation on how retention influences primary school completion in Sub-Saharan Africa. The study builds up that retention has a critical negative immediate and circuitous relationship with pupils in primary school completion. This demonstrates that pupils' retention across Sub-Saharan African countries is relatively connected with pupils neglecting to finish primary school. United Nations

Educational, Scientific and Cultural Organization [UNESCO] (2010) expresses that retention of pupils in primary school is a significant test to most governments on the planet and particularly in sub-Saharan Africa specifically. UNESCO (2010) assesses that over 30 million pupils that have matured to ages 10–14 in sub-Saharan Africa, do not complete school in the twenty first century. In Uganda, Namukwaya, et al. (2014), shows that a large portion of the features that affect pupil's retention are culture related, for example, pastoral lifestyle, solid social qualities, negative demeanor towards education and commitment in domestic work. In Somalia, Jama (2015) proves that the most important factor in the region that influences the standards for dependability of female pupils is early marriage and residential work.

Sommeiller and Wodon (2014) investigation in Burundi sees that, there still exists a contrast between the enrolment paces of poor pupils and rich pupils. The expansion in the number of pupils in the selected schools additionally yields a negative impact on the nature of education, as the number of pupils per class is high. In Kenya, Makorani and Muli (2017) identifies that the parts of family foundation viewpoints, for example, level of education of guardians, sexual orientation of kids in family, monetary foundation of the family and yearning of the family influences the degree of consistency of students in public primary schools in Hindi Division, Lamu west sub-area. Correspondingly, Macharia (2018) demonstrates that the government ought to define arrangements good for students so as to improve standards for dependability, particularly through arrangement of vital learning services in state funded schools.

Omondi (2014) examination in Turkana demonstrates that social factors, for example, early marriages, cattle rustling among others have added to the poor retention of

students in schools. Omondi (2014) in the investigation expresses young ladies are not intended to get education something that have added to their low enrolment in the district and consequently the society is to be taught traditions that sabotage education. These include early marriages and dairy cattle shepherding. Mwirigi et al. (2015), in their investigation in Imenti Central Sub County shows that expanded student enrolment in primary schools influences the nature of learning as classes are packed adding to noisemaking, poor class control, teachers overpowered by work and sharing of course readings among the pupils. This investigation recommends that, the administration needed to create approaches to oversee enrolment proportions on both human and material resources to guarantee that the nature of learning in public primary schools is not undermined by expanded enrolments.

1.1.2 Primary School Enrolment at North Horr Sub County in Marsabit County

Enrolment is characterized as the way toward starting participation to a school and involves the entire number of pupils appropriately enlisted as well as going to classes at a school; participation of the pupils; and drop out from schools by the pupils (Oviawe, 2015). Verspoor (2014) shed light that while the interests in education have been very fruitful at growing enlistments in schools, for some random degree of productivity, expanded enlistments require expanded resources, so as to look after quality. Galgallo (2014) have done investigation in the North Horr Sub County that acknowledges that absence of food is a danger to cooperation in schools and inclusion in household fiscal activities have affected students' retention levels in public primary schools in Marsabit County.

Gichohi (2014) in his investigation in Marsabit County indicates that the poor proportion of teachers to students has added to certain pupils moving to different schools. A portion of the accessible teachers in the school are not well prepared and this has added to the exchange of certain students to different schools. Accessibility of teachers influences the retention of students in the school. The researcher contends that the proportion of learning materials to pupils in North Horr Sub County in Marsabit County is poor and impacts retention of students in the school.

Table 1.1

Enrollment for four classes from Maikona Primary School in North Horr Sub County

Class1	No. of learners	Class 8	No. of learners
2002	97	2009	30
2003	101	2010	28
2004	120	2011	24
2005	108	2012	34

Source: Sub County Education Office, North Horr Sub County (2018).

Table 1.2

Enrollment for four classes from Chalbi primary school in North Horr Sub County

Class 1	No. of learners	Class 8	No. of learners
2002	54	2009	14
2003	60	2010	32
2004	98	2011	24
2005	78	2012	21

Source: Sub County Education Office, North Horr Sub County (2018).

From Table 1.1 and Table 1.2 it is evident that there are learners who have dropped out of school in North Horr Sub County, Marsabit County. Table 1.1 clearly indicates the loss such as in the year 2004,120 learners enrolled in standard 1 and in 2011 and only 24 learners sat for K.N.E.C examination representing 20% of the class. In Table 1.2, 98 learners enrolled in class 1 in 2004 and only 24 sat for Kenya National Examination Council [KNEC] examination in 2011 representing 24% of the class. The revelation above therefore calls for an urgent move to identify the factors behind the poor retention of students as they go up the academic ladder in North Horr Sub County.

1.2 Statement of the problem

The Kenya government has continued to advance the provision of education for all (EFA) and this is evidenced by the primer of Free Primary Education which was started by the National Rainbow Coalition (NARC) government in 2003 (Government of Kenya, 2015). The free education in Kenya aims at relieving the parents of the financial burden

of educating their children with a goal to upsurge the quantity of students finishing primary school syllabus. However, in spite of the effort by the government across the country to maintain pupils in school, still 1.8 million kids are not in schools (Government of Kenya, 2015). According to Namukwaya and Kibirige (2014) learners in nomad and pastoralist communities have experienced challenges in acquiring the basic education because of communal cultural influences such as cultural ceremonies, premature nuptials and Female Genital Mutilation (FGM) among the members of the community. The nomadic lifestyle of moving to diverse areas in pursuit of pasture and watering points for their livestock has made it difficult for their children to remain in school consistently as indicated in the North Horr Sub County Education report, 2018.

Galgallo (2014) in an examination in Marsabit County sets up that the degree to which students' association in family unit monetary exercises, influences their maintenance levels in public primary schools. Nonetheless, the investigation utilizes information examination strategies which do not help decide circumstances and logical results on factors. Jama (2015) have done an investigation on socio-social variables impacting young ladies' degree of consistency in auxiliary schools in Qardho District, Karkar Region, Somalia. Jama (2015) uncovers that most huge factor in the region that influences the standards for dependability of female pupils are early marriages followed by household work/tasks. Nonetheless, the examination does not test the relationship of factors.

The challenge of social-cultural factors affecting learners' completion of education if not well addressed, affects Basic Education Act of 2015 which stipulates that Primary Education is compulsory for all. This study aimed to provide empirical evidence on effect

of social-cultural factors on learner retention and stimulate various policy options that can improve maintenance of students in elementary schools in North Horr Sub County, Marsabit County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to determine the effect of social cultural factors on learner retention in primary schools in North Horr Sub County, Marsabit County, Kenya.

1.4 Objectives of the Study

The objectives of this study were:

- i. To examine the retention rates in primary schools in North Horr Sub County.
- ii. To assess causes of low retention in primary schools in North Horr Sub County.
- iii. To investigate the effects social cultural factors on learners' retention in primary schools in North Horr Sub County.
- iv. To find out the strategies that should be employed to mitigate the impact of social cultural factors on learners' retention in North Horr Sub County.

1.5 Research Questions

This study sought to answer the following questions:

- i. What were the rates of retention in primary schools in North Horr Sub County?
- ii. What could be the causes of low learner retention in primary schools in North Horr Sub County?
- iii. In what ways were social cultural factors affecting learners' retention in primary schools in North Horr Sub County?

- iv. What strategies ought to be employed to mitigate the impact of social cultural factors on learners' retention in primary schools in North Horr Sub County?

1.6 Significance of the study

The 2010b UNESCO's EFA Global Monitoring Report (GMR) demonstrates that education is in danger as there are 72 million pupils, most in Africa, who are passing up their entitlement to schools. The report urges nations to grow increasingly comprehensive methodologies, develop more inclusive approaches, linked to wider strategies for protecting vulnerable populations and overcoming inequality in accordance with Sustainable Development Goals (SDGs) 4 and 5 which expects nations to accomplish quality education by 2030. This investigation has relied upon to add to SDGs plan through its discoveries and proposals which builds retention in primary schools in Arid and Semi-Arid Lands (ASAL) areas of the nation.

The disappointment by students to secure fundamental education goes about as a boundary to monetary development, poverty decrease, and progress in wellbeing, among others. In this way, the discoveries of this examination have added to the administration's endeavors of guaranteeing that all kids join and stay in school to procure basic information, abilities and capabilities that may prompt feasible improvement in the nation.

Kenya looks at education as a right to each kid and has figured arrangements and started programs inside the school's changes plan that targets giving a comprehensive and evenhanded fundamental education. These mediations have been actualized throughout the years either through joint Kenya Education Sector Support Program (KESSP) financing system or through Non-Governmental Organizations as saw in ASAL locales

of the nation. The discoveries of this investigation along these lines empower guardians to perceive how they have kept on disappointing government's push to educate their children and subsequently this exploration reveals some insight that fill in as eye opener to various chances and positive attitude intercession measures for encouraging fair access to education in Kenya.

There exists scanty research on student retention which has not given appropriate strategies that foster high student retention; Therefore, this study suggests significant policy issues through its recommendations which are helpful to Ministry of Education when formulating policies that cause increased maintenance of pupils in primary institutions among the pastoral communities in our country.

Children, teachers and society at large benefit from the study findings as they are made aware of intervention measures to improve the retention of primary pupils by learning how their social values and culture affects the retention in schools. The study also opens a gap to other scholars and scholars who plan to complete an investigation on the related topic.

1.7 Scope and Delimitation of the Study

This study was restricted to five primary schools in North Horr Sub County. This was sufficient for the study considering the available time. The investigation was additionally confined to just the social components influencing maintenance of pupils in North Horr Sub County. The study focused mainly on completion rates of primary education and did not investigate the performance in National exams. The study also restricted itself on completion of primary education without considering how long the

student took to complete the course. The study did not focus on economic factors influencing student retention.

1.8 Limitations of the study

The investigation concentrated on one Sub County in pastoralist locale. For an increasingly definitive outcome all the sub areas involved by the pastoralists ought to have been examined. This is impractical because of the constrained time for the examination. Data was collected only once and therefore the information would be more concrete if a longitudinal study was carried out to trace children from the time, they joined class one to the time they finished class eight as this would have provided actual completion rate of individual children. Incorrect information given by the respondents in the questionnaire was verified with available information from secondary sources for instance, utilization of information from the head teachers' office and the region educational workplaces.

1.9 Assumptions of the Study

The study was done based on the accompanying presumptions.

- i. The study assumes that the low retention rates in Marsabit County are largely as a result of the nomadic lifestyle and the social cultural factors among the community.
- ii. Reducing impact of social cultural factors improves retention and more learners are able to complete their primary schools in the locale.
- iii. The study also assumes that the nomadic communities under study appreciate the value of education in the society.

1.10 Definition of operational terms

Culture

Culture in this study refers to a system of shared ideas, arts, social institutions, concept and practices that are expressed in the way society live.

Cultural rites of passage

Cultural rites of passage entail a ceremony organized by a community as an indicative of a transition from one stage to another as from adolescence to adulthood.

Drop-out

In this study drop-out is the early withdrawal of students from school without finishing the necessary eight years in primary school.

Free primary education

This refers to the waiver of all types of commitments to instruction by guardians in the public primary schools.

Gender

Social and cultural distinctions between men and women. The distinctions are due to roles, relations and identities that people associate with sex.

Retention

This is the ability of a school to keep learners who joined in class 1 until they sit for their Kenya National Examination Council exam.

Nomad

A nomad is a person who roams about for water and pasture for his/her animals.

Nomadic lifestyle

This is willingness by a group of people to move anywhere at any time in search of water and pasture for animals.

Social cultural factors

These are characteristics of a group that are learned and shared within that group and transmitted from one age group to another.

Social Prejudice

In this study, it is a negative prejudgment about members of a group.

Transition

This is changing starting with one state then onto the next. It implies the student who takes on standard 1 and experiences the eight-year course.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives explored writing of the examinations that has been done on pupil's maintenance in schools. The chapter deals with the social factors on student involvement and engagement in school, cultural factors on initiation of children in the community and nomadic way of life, and finally presents a theoretical framework and conceptual framework upon which this study is based.

2.2 Pupils' Retention in Primary Schools

Retaining pupils within the school systems until they complete a particular level is a great concern in many regions of the world. According to Makorani and Muli (2017) in practically all emergent nations school drop outs and standards for dependability have been a subject important to researchers and policy makers for quite a while. On the equivalent there are such a large number of variables that are added to low standards for dependability of students in public primary schools, among them family foundation, condition in which the pupils were learning, social culture among others (Macharia, 2018). There are also some different occasions where government strategies do not support a few societies particularly the underprivileged subsequently making it hard for the kids to go to school.

The meeting paper No. 1 of 2005 underlines the government's pledge to accomplish all inclusive primary education (UPE) by 2005 which is a key system towards achieving the general objective of Education for All (EFA). After the underlying lift in enrolment, the schools have started to encounter a decrease in enrolment because of drop out. The

UNESCO study (2005) builds up a 5 percent drop in enrolment inside a year. Just to make reference to a couple of examples, in Nairobi, there was a 22 percent decline somewhere in the range of 2003 and 2004, ascribed to poverty. It is this pattern in poor retention of students in schools that directed the study to examine factors influencing student retention in schools particularly in North Horr Sub County.

As per González and López (2016) primary retaining is as yet basic practice in certain nations. However, long-standing experience discloses that it is an exceptionally reprimanded practice for its scrambled advantages, its significant expenses for the learning frameworks and its connection with school dropout. Holding students in school is significant and challenges emanating from this retention ought to be tended to in time.

The world association reports that in nations like Kenya whose arrangement activity for nomadic societies is one of the most developed by the government. This is bolstered by the way that the government annuls school expenses installment in primary schools. However, they are generally neglected to catalyze enlistment of nomads, to make it pastoralists comprehensive (UNESCO, 2015). This report shows that the situation of pastoral community' children have been thought little of. As needs be, and in a similar vein, the second Millennium Development Goal is to accomplish all inclusive essential education by 2015. United Nations (2015) which was settled upon by world nations in 2000 is not acknowledged in many developing nations. This report declares that pastoral communities are especially an increasingly distressed environment, thus their educational dreams are likely not to be accomplished halfway because of their nomadic lifestyle. In addition, there are nonappearance of government intercessions on the schooling needs of their kids.

González and López (2016) have done an examination on basic retention in primary education and its association with quarter of birth and socioeconomic status. The point of the examination is to investigate which factors increased the likelihood of being held in primary schools separating between being held in second or in fourth grade, and giving unique consideration to the socioeconomic status of the families. By knowing which analyzed variables are related to grade retention, they offer a few proposals to decrease it. The examination utilizes national dataset with a larger number of perceptions for Spain than some other universal ones. The support comprises of 28,708 students of fourth grade of primary school from 874 schools viewed as representative for each Spanish self-governing locale. This assessment focuses on four competences which include information about the learning context collected through questionnaires for students, families, school management and teachers. The findings from this study are that the existence of a ‘quarter of birth’ effect, that nearly doubles the probability of grade retention in second grade of primary compares to the probability of grade retention in fourth grade. Further one, for the youngest students of their same age cohort, the mothers’ education level influences more than the fathers’ one especially in second grade. The study acknowledges that having an unemployed father increases the probability of grade retention much more than having an unemployed mother –especially in second grade.

Another study carried out by Holmes (2013) on estimating the determinants of school completion in Pakistan uncovers that while most of teaching resources in Pakistan are reserved for improving access to primary schools, the cash would be better spent expanding access to young men's and young ladies' middle and primary schools. Given

the reported job of teaching as an impetus for financial and social turn of events, a comprehension of the factors which impacts educational fulfillment would empower strategy producers to receive systems. It would also improve the allotment of resources, with the destinations of expanding school consummation and lessening the imbalance in achievement.

Further Rasto (2015) studies on factors influencing pupils' enrolment in public primary schools in Scotland. The investigation discovers that a large portion of the schools need something more than charts and maps for use thus not often do teachers go to class with them. As for adequacy of latrines, it was established that pupils' queue at the latrine for a long time which means that most of the schools in primary schools in Scotland do not have enough latrines. The study recommends that an evaluation study should be done to determine retention of pupils in public primary schools in Scotland. Although the above study was done in Scotland it seems to paint a kind of a picture that you could not miss in some of the schools in Kenya. Therefore, the researcher in this study wanted to understand more clearly what could be challenging retaining learners in school until they complete school especially in North Horr Sub County of Kenya.

In another study to explain a similar scenario, Ajaja (2012) carries out a study on school dropout design among senior grade students in Delta State, Nigeria. The investigation set up a critical distinction on rate dropouts between schools in urban and provincial territories. It is presumed that the absolute most significant factor, which impacts example of dropouts, is pupil's sex. The discoveries of this examination for the most part depicts one clear certainty which is that the rate of dropout from schools is high in Nigeria. This accordingly would in general propose that the advancement may be

liable for the ejection of such a large number of social indecencies in the Nigerian country. This study brings some light on issues of gender aspect and retention rates. In Kenya some communities still believe that girls' education is not important because they would be married off. Therefore, it is possible that a particular gender is more affected when it comes to learner retention and completion of the learning cycle.

On the same vein, another study was carried out by Jama (2015) evaluates the relationship between socio-cultural influences and female pupils' retention rate in secondary schools in Qardho District, Somalia. The study finds that the retention rates of female students in the district are still very low. The most significant factor in the district that affects the retention rates of female students is early marriages followed by domestic labor/chores. From the findings it is recommended that intervention measures to advance the retention of female pupils in secondary schools in Qardho District be made by the government.

In another examination, Karanu, Murenga and Osamba (2015) inspects factors influencing primary school enrolment and retention of students in Kotido District, Uganda. The examination inspires a comprehension of the multifaceted idea of the variables influencing enrolment and maintenance of students in schools in Kotido locale, Uganda. Results demonstrates that most of components are culture related: pastoralist lifestyle, solid social qualities, negative mentality towards education and commitment in domestic work. Future procedures to improve enrolment and retention in schools are wide based to address Karamojong individuals' way of life just as financial qualities.

Makorani and Muli (2017) study analyzes components influencing the standard for dependability of students in public primary schools in Hindi Division, Lamu West Sub-

County, Lamu County. The examination builds up that the learning condition perspectives, for example, accessibility of reading material, guardian help, clubs and social amenities around the school, sexual orientation of kids in family and accomplishment level influence consistency standard students in public primary schools in Hindi Division, Lamu west sub-district.

Another investigation did by Njue (2015) concentrates on factors that impact retention of primary school students in Maparasha, Kajiado County in Kenya. The key finding of this investigation are that, social practices, parent's degree of education, salary level of the family and how students are treated in school influences retention of primary school students in Maparasha. Therefore, it is important to engage the community in income diversification projects so as to increase household income levels and hence encourage parents and guardians to retain their children in school.

Looking keenly into the above studies there seem to be factors closely related and linked in affecting pupil's retention in schools. The factors include available environmental factors such as facilities in a school, socio-cultural factors such as early marriages, domestic chores, pastoralism and negative attitudes towards education. However, these factors were seen in other areas of study not the researcher's focus. Further, the studies indicated the studies were carried in other regions like Kajiado and Lamu. This caused the researcher's need to investigate whether the above-mentioned factors could be affecting pupil's retention in North Horr Sub County.

2.3 Initiation and Retention of Pupils in Primary Schools

Initiation rites and rituals are a socially recommended approaches to show others that the initiate have become an adult. Partition from the family and other-sex aristocrats is a

key thing in initiating the young ones into adults and into adult roles. However, initiation is criticized in that it makes teenagers' start experimenting with sex hence attracting teenage pregnancies. It is this early pregnancy that make them drop out of school (Munthali 2018).

In addition, initiation rites of passage are known to cause a particular change in person's development, attitude and lifestyle. Different communities carry out different forms of initiations some of which are known to affect learner's attitude towards education. For instance, in Portugal, the new student's reception is ritualized by tradition, and involves the organization of an entire integration ceremony proposed by peers. In line with this, Dias and Sá (2014) contends that initiation practices in Portuguese higher education could be viewed as a progress custom, a gathering of emblematic exercises that brands the move from secondary to tertiary education.

African tribes are known to practice initiation rites to their young ones as a way of transiting them into adult hood. As indicated by Bapedi clan of South Africa for example, initiation is ordinarily respected with a great deal of regard in light of the fact that at this stage the young men are encouraged masculinity and the young ladies are taught about womanhood. The clans of African helps out commencement through circumcision or genital mutilation. Commencement is so significant for the person to be viewed as a full individual from the clan. The individuals are also not permitted to take part in initiation or even in social ceremonies, for example, marriage. A man is not permitted to wed or have any unique relationship with a lady who is not initiated (Johnson, 2018).

Glozah and Lawani (2014) in their research examines the role social change and modernity play in adolescent rites of passage in developing and developed countries. The 'Dipo' rite of the Krobo in Ghana is compared and contrasted with the 'Russ' in Norway with specific reference to social change and modernity. A distinction in both rites of passage is observed in that a set of processes, procedures and stages adolescent underwent included, inter alia, participation in a procession characterized by a special symbolic outfit to the celebrate the rite of passage. Adolescents in all cultures believe they are parting the adolescent stage of life and preparing to assume young adult roles.

Nevertheless, these examinations are completed in Ghana and Norway. They give some similitude in desires as concerns initiation ceremonies in Kenya, in spite of the fact that they do not address the impact of the equivalent in initiation education. Hence, the researcher thought that it was essential to do an examination to discover how initiation influenced student's retention in school particularly in North Horr Sub County, of Kenya.

In another investigation Munthali and Zulu (2018) in their examination examines timing of puberty and mechanisms through which society prepares adolescents to understand and deal with it in Malawi. Discoveries from the examination indicates⁶ that the beginning of menarche in young ladies and different pubertal body changes in young men are a reason for cause of joy, excitement, or distress depending on how adolescents understand what this means to them at this critical stage. Substantially, more accentuation is put on educating young ladies about reproductive implications of menarche than on what is anticipated from young men as sexual beings. This added to young men's more prominent guilty pleasure in hazardous sexual practices than young ladies. The significance of initiation ceremonies in some communities provides an important

platform through which programs can reach many adolescents and intervene, particularly in addressing the widely held notion among initiates that attending these ceremonies symbolizes that one is not a child anymore and can have sex. However, this study did not address the effect of these initiation ceremonies and the initiates in their academic progress which was the researcher's area of concern in the current study.

On a similar vein Rehema, Verhan, Emmanuel and Douglas (2014) study concentrate on the impacts of initiation customs to essential and secondary school young ladies in Morogoro country locale in Tanzania. From the examination it is discovered that young ladies go to initiation functions as ahead of schedule as they arrive at adolescence be eleven or twelve years. Further it is built up that the young ladies who go to the functions experienced abuses, misuse and once in a while miss their valuable educational time. It is additionally settled that after the initiation, young ladies change their conduct and hence some of them feel they cannot adapt to formal education. Because of the changed conduct the young ladies detail dropping out of school to seek after other womanly duties of getting married and having families. Further, the examination is completed utilizing subjective information which includes a littler example and in this way the discoveries could be summed up for the entire population.

On the equivalent, Said (2015) directs an examination to survey the impact of socio-cultural, monetary, and school factors on dropout of female students from government schools in Muheza locale, Tanzania. Descriptive survey research design is utilized to gather information. The objective population include 60 secondary school female students drawn from every one of the tested schools. Three from each from form one to form four, 25 teachers, 5 female conventional teachers. The example is chosen utilizing

simple random and purposive examining methods. Interviews, surveys, and narrative audit are utilized in procedure of gathering information, and are investigated by utilization of both qualitative and quantitative methodology. From the discoveries of this examination; early marriages, expenses of education, early high schooler pregnancy, and significant distance to and from school influence young ladies' cooperation and inevitable the completion of secondary school in Muheza locale. Be that as it may, this examination majored on secondary school students not at all like the present investigation which was majoring on primary school students.

Further, Malawoni (2013) study assesses the impacts of initiation services on primary school students' scholarly performance in Malawi. The examination does not concentrate on student's retention. The discoveries of the examination uncover that, initiation services have influenced the primary school pupils' scholastic performance contrarily because of conflict with the school schedule, dropout, early marriage and early pregnancies for young ladies. In this way exertion is required with the goal that initiation functions ought to be led on the correct time and the education granted ought to be founded on what pupils got at schools.

Oloo, Wanjiru and Jones (2011) study researches the impacts of initiation traditions in Kenya specifically a contextual investigation of Kisii and Kuria areas. The examination finds that initiation is as yet a praised public occasion among the Kuria, while Kisii it is a private family undertaking which is an important function that influence pupil retention in public primary schools in the two societies. The examination proposes that the accomplishment of Alternative Rite of Passage (ARP) as a way to deal with

surrendering initiation is firmly reliant on the idea being seen how it influences pupil's education by all the partners.

In synopsis, the above examinations on effect of initiation on maintenance of students in schools plainly shows that customs of commencement influences student's performance and mentality towards education. It further cause changes in conduct, for example, seen in expanded absenteeism among others. All these points towards decreased retention level of students in schools. Be that as it may, these investigations convey in regions of Portuguese, Tanzania and Kisii. This has incited the researcher's human rights issue that lopsidedly influence ladies and young ladies. In a similar vein Groot et al. (2018) states that children marriage is a human rights infringement and greatly affects the youngsters who go into these relationships, and on their future, making an intergenerational pattern of inconvenience. Some of the time alluded to as early marriage, children marriage is additionally characterized as a marriage happening when one of the mates is less than 18 years at the hour of marriage or authority association. Early marriage additionally bargains young ladies' capacity to go to class post-marriage, presenting them to a variety of unfriendly social and wellbeing results related with educational suspension.

Despite the fact that early marriage is declining comprehensively but it is still elevated in Sub-Saharan Africa and South Asia. As indicated by National Family Health Survey (2015) In India, 27% of 20–24-year-old females are married by age 18, and 7% are hitched by age 15. In Ethiopia, 40% of 20–24-year-old females are married by age 18, and 14% are married by age 15. Kenya as a nation in Sub-Saharan Africa cannot be forgotten about in such commonness. This pattern is by all accounts stressing in light of

the fact that the commonness above is made out of population that ought to be in school. In the course of the most recent ten years, early marriage has declined by 19% in India and by 9% in Ethiopia. While this advancement is honorable, the pace of progress is deficient when more than one of every four young ladies in India and two of every five young ladies in Ethiopia are dependent upon this destructive practice and its pernicious social and wellbeing impacts. Accordingly, research has identified that promotion of girls' education is a key means of reducing early marriage in all its many contexts. Therefore, enhancing girl's retention in learning process is of great concern as a factor promoting education hence the researcher seeks to reduce negative effects of early marriages on retention of learners in schools especially North Horr Sub County.

Kalamar et al. (2016), hypothesizes that, while young ladies who are not in school are increasingly defenseless against early marriage, early marriage itself fills in as an obstruction to post-marriage school participation. This is because of early labor and related children care duties, or potentially limitation of school participation by young ladies' significant other or parents in law (Omoeva et al., 2014). Decreased monetary independence because of schooling suspension and resulting early marriage is likewise of specific worry in settings where the weight of early marriage is most noteworthy (Solanke et al., 2015). Education cessation consequences includes early marriages which may lead to reduced access to sexual and reproductive health education and services; social isolation from peers and mentors; and decreased social mobility underscored by economic vulnerability (Nguyen 2014). This information informed this research because early marriages seem to be a factor making it difficult to retain girls in school.

Child marriage is normal in Northern Ghana and is related with unexpected frailty, expanded kid mortality, and low agency among ladies in incredibly poor families. While very little is thought about compelling measures to battle kid marriage with regards to Ghana, programs that addresses key drivers of early marriage, for example, financial frailty and school enrolment at the secondary level, ought to be analyzed as for their viability at decreasing early marriage. The instance of Ghana paints a comparable circumstance in Kenya as we have territories where young ladies are offered to marriage in their early years. As a rule, they drop out of school enthusiastically or a constrained by culture to drop out of school and get married as the community grasp this to such an extent. These incited the researcher to perceive how students' retention in schools was upgraded regardless of these gnawing social practices against education.

An examination led by Groot, Kuunyem and Palemo (2018) on child marriage and related results in northern Ghana inspects relationship of child marriage with wellbeing, ripeness, contraception, mortality, social support, stress and agency outcomes among ladies. The examination reason that child marriage is basic in Northern Ghana and is related with unforeseen weakness, expanded kid mortality, and low organization among ladies especially in incredibly poor family units. While very little is thought about successful measures to battle youngster marriage with regards to Ghana, the investigation recommends that key drivers of early marriage, for example, financial frailty and school enrolment at the optional level, ought to be analyzed as for their adequacy at decreasing early marriage. This examination utilizes cross-sectional review plan; the example comprised of 1349 at any point wedded ladies matured 20–29 years from 2497 family units in the Northern and Upper East locales of Ghana. This examination is done in

Ghana to look at child marriage and related results in northern Ghana. The present investigation was done in Kenya to explore how early marriage was influencing young ladies' retainment in schools particularly among the pastoralists communities of North Horr Sub County.

In another investigation by Mourtada, Schlecht and DeJong (2017) which investigates children marriage traditions among Syrian people group. This examination looks to assemble subjective information about the components that advanced youngster marriage traditions among Syrian displaced people in Al Marj territory in the Bekaa valley, Lebanon. The second point of this examination was to produce suggestions on the most proficient method to alleviate the drivers and outcomes of child marriage practices dependent on the discoveries. The investigation utilizes focus group discussions which are directed independently with wedded and unmarried young ladies; moms and fathers of wedded; and unmarried ladies. Likewise, the analysts lead informant interviews with service providers and stakeholders to see how conflict and displacement affects marriage practices of Syrian exiles in Al Marj people group. The examination proposes of interventions to alleviate the drivers of children marriage and its negative results that ought to be based on an away from of the nearby outcast setting and the drivers of youngster marriage in refugees' settings. Interventions include various partners who ought to be changed in accordance with focus on every particular setting, age gathering and conjugal status. For these interventions to be compelling, they are tended to simultaneously, and they ought to be conveyed in a socially delicate and useful way. Despite the fact that the above examination is done in Syria on factors that advanced child marriage traditions among Syrian displaced people, the present examination was

done in Kenya to research on impact of early marriage on students' retention particularly in North Horr Sub County.

In another study on exploration of female child marriage determinants in Indonesia Peterman, Irdiana, Triyana and Minnick (2018) uses data from the nationally representative 2012 Indonesian Demographic and Health Survey, and the Adolescent Reproductive Health Survey to estimate determinants of child marriage and marital preferences. The results indicate that the average respondent prefers marriage at approximately 26 years and 5% have attitudes approving child marriage. Education, wealth and media exposure have protective effects across marriage outcomes, while rural residence is a risk factor for the same. The study concludes that there appears to be little support for child marriage among girls and young women, indicating an entry point for structural interventions that would lead to lasting change. Future research efforts should prioritize rigorous testing of gender-transformative education and economic strengthening interventions, including cost-effectiveness considerations to better understand how interventions and policies can be leveraged to deliver on ending child marriage in Indonesia and globally.

Male and Wodon (2018) have done examination on young ladies' education and marriage in West and Central Africa. Within the setting of ladies' absence of strengthening, the issues of child marriage discover that low educational fulfillment for young ladies are noticeable, particularly in West and Central Africa. Utilizing review information for 21 of the 25 nations in West and Central Africa, they analyze trends over time in educational attainment for girls and child marriage in the course of the last over

two decades. According to the study, the prevalence of child marriage has decreased by about 8 points over that period. Clearly, progress at the secondary level is weaker than at the primary level, probably in part due to the persistence of high rates of child marriage in many countries. The article suggests that ending child marriage improves girls' educational attainment, and conversely, improving girls' educational attainment helps reduce child marriage. This, in turn, could have major impacts toward contributing to empowering women more broadly with potentially large economic benefits not only for girls and their future household, but also for the region as a whole.

Kyari and Ayodele (2014) clarifies that this kind of marriage greatly affects the young ladies including compromised sexual intercourse, conceptive and maternal wellbeing, expanded danger of wretchedness, and suicidality. It likewise bargains the young ladies' capacity to go to class or proceed with their studies. They further express that, all around, 15 million young ladies are married by age 18 every year; accordingly, constantly 2030, 950 million young ladies are married as kids. This raises an incredible worry on the young ladies' retention in schools taking note of that the general public is as yet negative on educating wedded young ladies. This worry made the analyst to examine more on how early marriage was influencing young ladies' retainment in schools particularly among the peaceful networks of North Horr Sub County.

In their investigation on students and ladies: a subjective examination of the connection between young ladies' schooling and early marriage in Ethiopia and India, Raj et. al (2019), find that; A young lady's ability and want for school, just as her self-adequacy to request it, are key mental resources supporting school retainment. Social help from guardians and teachers is likewise significant as is social help from parents in

law and spouses to proceed with school ensuing to marriage. Post-marriage education is in any case seen as difficult, especially resulting to labor. Other noted hindrances to young ladies' education include accepted practices against young ladies' education and for early marriage, money related obstructions, and poor estimation of education.

Looking definitely into this examination, early marriages are clarified as influencing young ladies' retainment in school. Nonetheless, this investigation concentrates on subjective information examination and utilizes meetings as device for information assortment, the specialist in this examination expected to utilize questionnaires for quantitative information. Moreover, interviews are likewise applied so get data on how early marriages influenced student's retention.

It is accepted that various societies have various methods of wedding as directed by their conventions. A few different ways of marriage appear to influence students' schooling to a degree of them dropping out of school to get married. Shahidul (2012) study unearths that in Bangladesh young ladies with lower financial foundations drop out from secondary school and get married. Higher education expands share in the marriage market of young ladies. In this examination, the author contends that if young ladies have advanced education yet have lower parental financial foundation, they face challenges in getting a spouse since design in which guardians need to pay a higher measure of settlement to wed their informed little girls to likewise educated grooms along these lines bringing about early dropout among young ladies. This examination just centers around financial factors on marriages and neglected to concentrate on social variables.

Mansory (2017) study proclaims that early marriage is the first reason for early school dropout of young ladies in Afghanistan. A great deal of research features on young ladies' age and education and establishes that when young ladies arrive at adolescence, guardians consider it the ideal opportunity for them to be married and in general organized the marriage as opposed to keeping schooling.

Karanu, et al (2015) study analyzes the impacts of early marriages on primary school maintenance in Uganda. The examination uncovers that early relationships among the young ladies add to low primary school enrolment and retention among the Ugandan people. Be that as it may, this investigation utilizes cluster sampling method which is a non-probabilistic method of sampling and was subject to sample biasness. This examination suggests expanded endeavors of government and nearby societies in upgrade of general security through harmony and refereeing, destitution annihilation or minimization through financial strengthening and sharpening on educational worth and impacts of social practices on education in current society so as to improve primary school retention in the Ugandan Countries.

Macharia (2018) study assesses the determinants of low access and maintenance in Primary schools; an instance of Mathioya Sub County, Kenya. The examination finds out that enrolment rate in public primary schools in Mathioya locale have declined and dropout proportion is high for young ladies than young men because of early marriages. Furthermore, the most noticeable reasons for declining paces of access and retainment of students in public primary schools in the locale were negative mentality towards education, high school pregnancy, indiscipline and absence of obligation among guardians.

Magangi (2015) study surveys early marriage on the retention of primary school girls in Kuria West Sub County, Kenya. The discoveries further indicate that young ladies drop out of school to get married because of Female Genital Mutilation (FGM), peer weight and poverty among different components. Among the suggestions made incorporates the authority taking measures to control young lady dropout rate in grade schools and all educational partners ought to likewise cooperate to make mindfulness on the antagonistic impacts of FGM.

In the above investigations early marriages are recognized as a primary factor influencing retention of students in schools. Students from low financial territories appear to drop out of school to get married; once in a while their parents orchestrate their marriages and get the settlement right off the bat ahead of time. This influences young ladies more than young men. Subsequently, young ladies in certain regions apparently drop out of school in enormous numbers. An adolescent pregnancy additionally assumes a key job in making young ladies drop out of school. Nonetheless, this investigation is conveyed in territories of Uganda, Mathioya and Kuria Sub Counties. the analysts propose to see whether similar components could be having impact on maintenance of Students in Maikona Sub County. Further, a few investigations focuses on secondary schools, this examination was limited to primary schools and how early relationships influenced their being held in schools.

2.5 Nomadic Lifestyle and Retention of Pupils in Primary Schools

Nomadic lifestyle implies that individuals move with their animals starting with one spot then onto the next looking for water and grass. At the point when this occurs, guardians move with their kids and it implies that in the event that they are students, their

learning is ceased for some time or completely. In his clarification Ismail (2019) hypothesizes that pastoralism is seen as a mode of life in many parts of the world. Ismail (2019) further clarifies that pastoralists rely upon domesticated animals as the significant wellspring of food and cash yet in addition added to national development of the host countries. They for the most part involve dry terrains. According to Ismail (2019) it is drilled across numerous different areas across sub Saharan pieces of Africa. On a similar line, Modibbo (2011) sets out that travelers move in diverse places looking for water and fields for their animals. The versatility of these societies implies that education of their children faces an incredible hazard as their youngsters are raising the livestock during the time they could be in school.

Modibbo (2011) investigates on improving enrolment and retention of pupils in nomadic primary schools through the ascent model of inspiration: The Case of Adamawa State. The study reveals that reinforcement significantly determines pupil's retention in the nomadic schools and this could be sustained by the state coordinators of the Nomadic Education Program through facilitating partnership with NGOs to organize literacy classes for adults in the Fulbe communities. This would reinforce higher enrolment and retention among the Fulbe nomadic pupils.

In another examination, Ahmed (2019) analyzes the difficulties in access to education that children in pastoralist area faced. The investigation is completed in Hawd Somaliland which is a dry region. The community which is pastoralist has been cited by many people in Somaliland as the most desperate people. Denied the privilege to essential education, these pastoralists feel exceptionally baffled. Their children are bound for dropping out of school before completing the education cycle.

Further, the Hawd people consistently are accused for their backwardness which is one reason policies directed interventions are blind about extension of educational services as well as the activities of pastoralists in Hawd region. A mixed methods research design has been directed while triangulation methods of data gathering and analysis are applied to assess the stripped truth of pastoralist instruction. The after effects of this examination demonstrates that pastoralists assume an incredible job in national advancement thus they could not be overlooked in issues of education. In addition, interventions targeting sustainable development in the whole country could prioritize educational services of pastoralist children as this could make Somaliland a self-help country. Lastly, the study gives out recommendations that could be used to address the community's access to schools and completion of primary education of their children such as the establishment of mobile schools to provide possible alternatives education for pastoralist communities.

Since this examination was done in Hawd, Somaliland, the researcher felt that it was imperative to complete such an investigation in Kenya, particularly in North Horr Sub County where there were pastoral communities and discover their situation with regards to education and retention of their students in school. Further this examination needed to check whether the above suggested systems likewise worked in North Horr Sub County.

In another examination, Hussein (2016) study concentrates on the impacts of pastoralists' locale on quality education in South Africa. The ways of life of the communities in the zones are exceptionally defenseless as far as poverty and instability which unfavorably influences the education of the children prompting high dropout.

Provision of opportunities and material resources for girls' education is very limited which affects their school retention rate.

Tahir et al. (2015), study plans for improving the nature of nomads' education in Nigeria. The investigation contends that a portion of the main purpose behind low enlistment rates are the consistent travel and movement related with their livelihood, which involves the quest for pastureland or fish and a curriculum designed for the sedentary majority of the population, which do not take into consideration the special educational needs of the nomads.

Nawose (2016) study assesses factors influencing primary schools' students' performance from nomadic pastoral communities in Turkana East Sub County, Kenya. The investigation discoveries uncover that the difficulties influencing migrants in getting to education are varied. The findings from the field illustrate the continuing under-participation of nomads in education. Informants cite the location of schools, poor facilities, attitude of parents and poverty among other issues as the inhibiting factors affecting participation of nomads in formal education. The study recommends that if full participation is required, the main issues arising are the need to revamp existing facilities, entrench mobile schools and strengthen legislation for compulsory education while concurrently improving the infrastructure for nomadic people.

Muema et al. (2012), study researches the effect of itinerant way of life on pupil's retention in primary schools in Kenya. The examination finds out that enrolment of Nomadic children to class is still low while there are many school going kids in those regions. Fundamentally, the investigation likewise infers that a large number of the nomadic pastoralists' children are denied access to primary education. It is seen that the

nomadic pastoralists have not completely acknowledged proper education. The study also established that even after provision of boarding schools neither nomadic parents nor children like to be separated for long periods. Nevertheless, this investigation neglects to concentrate on how social variables impact pupils' retention. In finishing up the above investigations, it is seen that nomadic way of life affects learner's attitude toward education, nomadic communities experienced poverty, insecurities and other problems that affected learners. The above studies were carried in different areas from North Horr Sub County which was the researchers' main area of study. Therefore, the researcher deemed it important to see if nomadic lifestyle affected the pupils in this place and how they could be assisted.

2.6 Strategies for Retaining Pupils in Primary Schools

A strategy is defined as plan of high level that aims to achieve one or more goals. Those who came up with the strategy draw method or a plan which helps in achieving the desired future (Nawose, 2016). Success in retention of learners from low socio-economic groups in the education system require a strong strategic policy and commitment to ensure that the set strategy lead to all learners accessing and completing their full cycle in education. As noted by Nthiga (2014) some of the existing school policies and practices are too rigid hence they are forcing these learners out instead of maintaining them in the school system. She advises that if reforms and creative options are provided, these learners could have a chance to complete their education successfully.

On the side of this, Chabari (2012) hypothesizes that among the numerous difficulties which undermine the strength of a vigorous education system in Kenya is low

enrolment and degrees of consistency. He adds that so as to improve access to education, the government needs to enhance awareness creation and the evaluation of policies.

Corresponding to this, the government and school organizations consistently battle to guarantee that students experienced a full cycle in their education. In any case, this is met with both predicted and unanticipated difficulties that make it hard for certain students not to finish their education cycle. Studies are done so as to assist schools with alleviating these difficulties that make it hard for them to hold students in a school until they complete.

For instance, Geysler (2013) study analyzes pupils retention systems for private center schools in London. This exploration recommends three territories of activity for improving the school condition: impart, gather and associate. Incorporate time with the day for customary casual communication between teachers, directors and students. A short meeting at the opening of the school day would give the chance to share significant school news and address student's concerns. It is likewise be a chance to perceive student's accomplishments and praise the extraordinary occasions in their lives. Parental correspondence is likewise indispensable.

On a similar vein, Olanipekun and Aina (2014) directs an investigation on improving pupils' retention in Nigerian schools. The investigation expands information that teacher's' self-viability and Pedagogical Content Knowledge (PCK) are significant for the instructors to have the option to improve students' retention in schools. As a feature of the proposals, it is recommended that short and long in-service training from developed countries was needed for teachers of all categories in Nigeria so as to enhance

their skills and interaction with learners. However, the above study is conducted in Nigeria unlike the current study which was carried out in Kenya to find if the same strategy of taking teachers could have better effects on learners' retention.

Comparable to the above Nthiga (2014) directs an examination on study on strategies adopted in enhancing learner's retention in public secondary schools, in Embakasi district, Kenya. The reason for the examination is to decide how parental association and student's sponsorship in training had been in improving students' retention in secondary schools. The investigation embraces both quantitative and qualitative research plan. The exploration instruments utilized are surveys. The focused-on population was DEO and 148 public voluntary teachers in Embakasi District, Nairobi County. The investigation established that there is sure help from guardians to the school organization which includes help to class disciplinary measures, coming to class when required, adding to students' learning exercises and supporting of student's scholastic needs. This helps from guardians empowered students to be held in school all through. The examination suggests student's sponsorship through the accessible plans, for example, the CDF bursary to be expanded to help more students and their educational needs; schools and communities are to adopt information and communication techniques to foster participation of all stakeholders. These measures include strengthening the parent teacher association incorporating formal and informal interaction between the parties; it also recommends for reinforcement of guidance and counseling services in secondary school as per the Ministry of education recommendations.

Looking definitely into the above investigation, the suggested methodologies whenever set up, truly improve students' retention. The investigation led on public

schools in Embakasi District; Nairobi County appears to give some key techniques that whenever applied could upgrade student retention. Moreover, the researcher tried to discover what techniques helped in holding students in schools in the North Horr Sub County. Once more, the above investigation utilized surveys; this examination utilized the two questionnaires and interview schedules to get profound data on factors affecting student retention in public schools. Further, the above investigation was focusing on students in secondary school not at all like this examination which centered itself around students in primary school.

In another study, Ochieng' (2014) examines strategies head teachers employ to improve retention in primary schools in Lake Victoria Islands of Suba District, Kenya. The study findings reveal that the most effective strategies head teachers employ to improve retention are games and clubs, peer counseling, academic counseling, gender appropriate facilities and normal class size. The study recommends intensified monitoring and evaluation of these schools for proper data keeping and to ensure provision of quality education. However, this study was carried in Suba district unlike this study which will be conducted in North Horr Sub County to see if the same strategies or others can help in improving learners' retention in schools.

Another examination led by Njue (2015) concentrates on factors that impact retention of primary school students in Maparasha, Kajiado County in Kenya. The examination prescribes that community sensitization is required to enable the community change its impression towards education. Additionally, the examination suggests engaging the community in income diversification projects so as to increase household

income levels and hence encourage parents and guardians to retain their children in school.

Ahmed (2019) in his investigation that inspects the difficulties in access to education that children in pastoralist district expresses that it is not practical for the government to belittle the educational needs of the pastoralists. He further contends that any estimates that favor sustainable community development could prioritize educational services of pastoralist kids as this could make Somaliland a self-help nation. The examination additionally illustrates conceivable approach procedures that review access to schools and completion of education syllabus of pastoralist kids, for example, the foundation of mobile schools to give potential options to education for pastoralist communities.

In another examination, Gichohi (2014) researches the institutional elements influencing students' retention in public primary schools in Nakuru North District, Kenya. The investigation inspects 87 teachers and 12 head-teachers. The investigation discovers that teacher-students proportion impacts students' retention; lack of teachers in their school make the learning procedure less fun and tedious and this somewhat influences the retention. The discoveries demonstrate that school has an educating/learning resources and pupil's proportion of 1:4 which is deficient for legitimate learning and influences contrarily students' retention. The proportion of learning materials to students is poor and impact retention of students in the school. Pupils leave school since they could not get the vital learning resources in the school. This investigation gives a technique that the MOE and TSC could utilize more teachers to upgrade the educator pupils' proportion in primary schools.

Looking into the above studies there seem to have strategies that could be employed by schools so as to improve on learner retention. These includes: working to improve on the learner environment, communication between administration, teachers, parents and learners; also working on teacher self-efficacy and pedagogical content; short and long term in service training; involving learners in games, clubs and peer counseling; availing gender appropriate facilities and ensuring a normal class size; frequent monitoring and evaluation of schools for proper data keeping and provision of quality education; community sensitization and introducing income diversification projects to increase house hold income levels. All these have been recommended as strategies that could help in solving retention problems. However, these studies were carried in areas of London, Suba Sub County, Embakasi, Maparasha and Nakuru. Therefore, the researcher found it important to investigate if the same strategies could be applied in North Horr Sub County so as to facilitate pupil's retention in schools.

Summary of research gaps

The mentioned literature review exposes that there are social-cultural influences that affect pupil's retention in a school in many ways. These factors include: initiation rites, early marriages and nomadic lifestyles. These factors cause pupils and the community have negative attitudes towards education especially after they go through the initiation rites. The girls and boys are made to feel that they are adults hence drop out of school so as to marry. Girls are married off early because parents see them as source of wealth.

Further, the studies reveal that Female Genital Mutilation which is a form of initiation rite and peer pressures makes it difficult to retain pupils in school. In addition,

nomadic lifestyle caused pupils to disconnect from learning as they go with their parents to look for pasture and water. Generally, these factors depicted a society which had poor resources that made it difficult to retain learners in school due to high poverty levels.

There are scanty literatures carried out on the impact of socio-cultural factors on pupil's retention in North Horr Sub County of Marsabit County hence consequently emerging the researchers' have to do an examination on the effect of socio-cultural factors on primary pupil's retention. Further, the studies look into strategies for retaining pupils in primary schools but very little seem to be achieved from these studies. These different investigations made a gap which would be topped off through an examination henceforth the explanation behind this exploration concentrated on the effect of social - cultural factors on learner retention.

2.7 Theoretical Framework

Theoretical framework used in this study is based on Vincent Tinto's model of learner departure. Vincent Tinto's model (2003) of learner departure has had the greatest influence on our understanding of learner's retention. His theory has helped to guide a large number of dissertations and empirical studies of student retention. The model posits that students enter primary school with family and individual attributes as well as preprimary school. Tinto notes that they enter with certain commitments, to finish primary school. They enter an academic system that is characterized by grade performance and intellectual development, which together lead to academic integration. They also enter a social system where peer group interactions and school interactions lead to social integration. Academic and social integration work together to influence

ongoing goal and institutional commitments which in turn lead to the decision to remain in, or to leave primary school. This model is later revised through the addition of commitments outside the institution and intentions to remain enrolled.

The explanatory theory underlying Tinto's model come most immediately from the research of William Spady (1971) who sees an analogy between committing suicide and dropping out of primary school. The French philosopher and sociologist have found out that some people commit suicide because they lack the values of the social system in which they participate, and because they are not supported by a group of friends. At the core of his model, Tinto borrowed Spady's use of Durkheim's two postulates to identify the concepts of academic and social integration. Academic integration is thought to be the result of sharing academic values, and social integration is viewed as the result of developing friendships with other students and faculty members. In Tinto's model, a student who does not achieve some level of academic or social integration was likely to leave primary school.

While Tinto's later model (1993) is similar in structure to his earlier ones, it offers another explanation of student departure as failure to negotiate the rites of passage. This agrees with objective one of this study which tries to understand the rates of retention and dropout rates across gender in primary schools in North Horr Sub County. Rites of passage in the community like marriage and initiations are assumed to be some of the factors that make learners departure from their course of study never to come back. According to this theory students would remain enrolled if they separated themselves from their family and primary school friends, engaged in processes by which they

identified with and took on the values of other students and faculty, and committed themselves to pursuing those values and behaviors. This further supports objectives two and three of this research which tries to understand the extent to which initiation and marriage as cultural rites of passage impact learner retention in primary schools in North Horr Sub County. This is because learners at one point may leave school to go and participate in rites of passages like initiation and marriage ceremonies, and fail to return school for them to progress with their studies. Further these communities believe that if you do not participate in initiation you are not part of the community.

Regardless of the particular approaches taken in a model, the general process of student retention remains the same: Both experiences before entering primary school and academic abilities are important; the way students interact in the social and academic environment once at primary school are important, as are factors from outside of the institution, particularly the cost of attending the primary school and the attitudes a learner forms about the school and about his or her role of being a learner at a particular school are also important aspects of a learner's decision to remain enrolled in school.

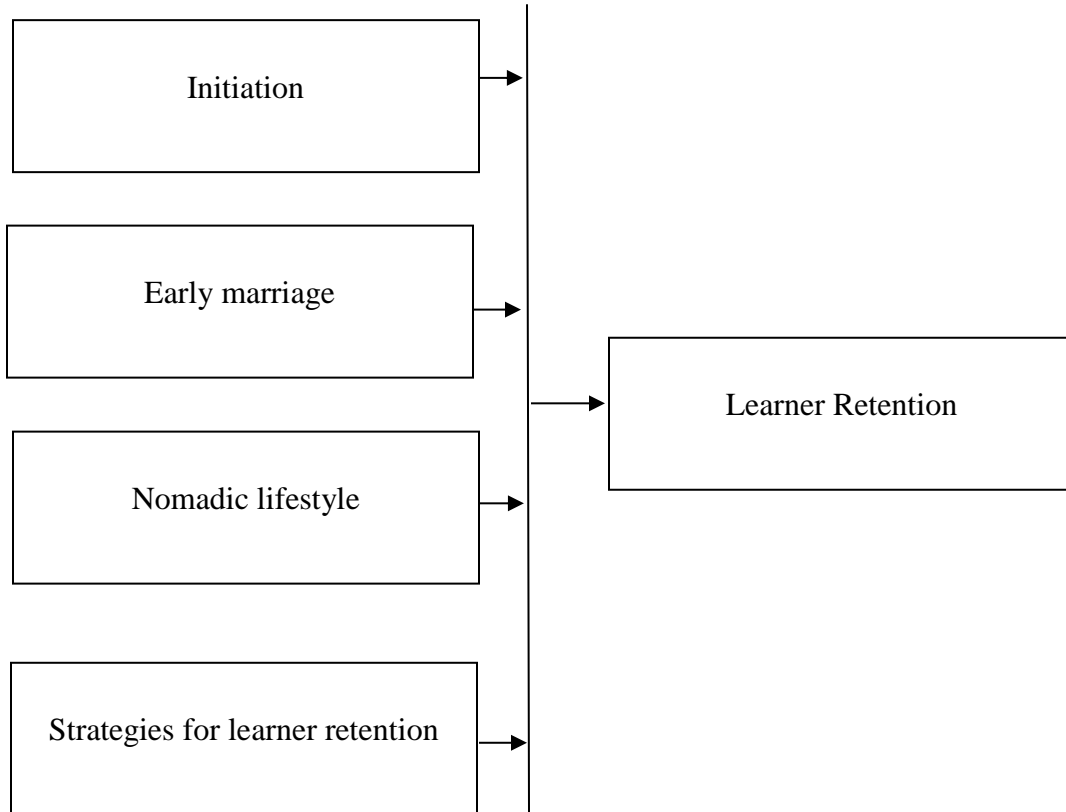
2.8 Conceptual Framework

Maxwell (2004) characterizes conceptual framework as a visual or composed item that clarifies either graphically or in story structure the principle things to be considered in a study. The point of this examination was to concentrate how social-cultural factors affected student retention in primary schools. Thusly the edge work utilized clarifies the relationship among the factors of the investigation. That is the degree to which socio-cultural factors (independent variables) influences pupil's retention in schools. Social

cultural factors have many factors within, which seem to work together towards influencing learners' retention in schools negatively. These include: initiation, early marriages and nomadic lifestyles and strategies for learner retention. Figure 2.1 depicts the conceptual framework that is used in the study.

Figure 2.1

Conceptual framework



Social cultural factors

Independent Variables

Dependent variable

2.8.1 Operationalized Framework

Figure 2.2

Operational framework

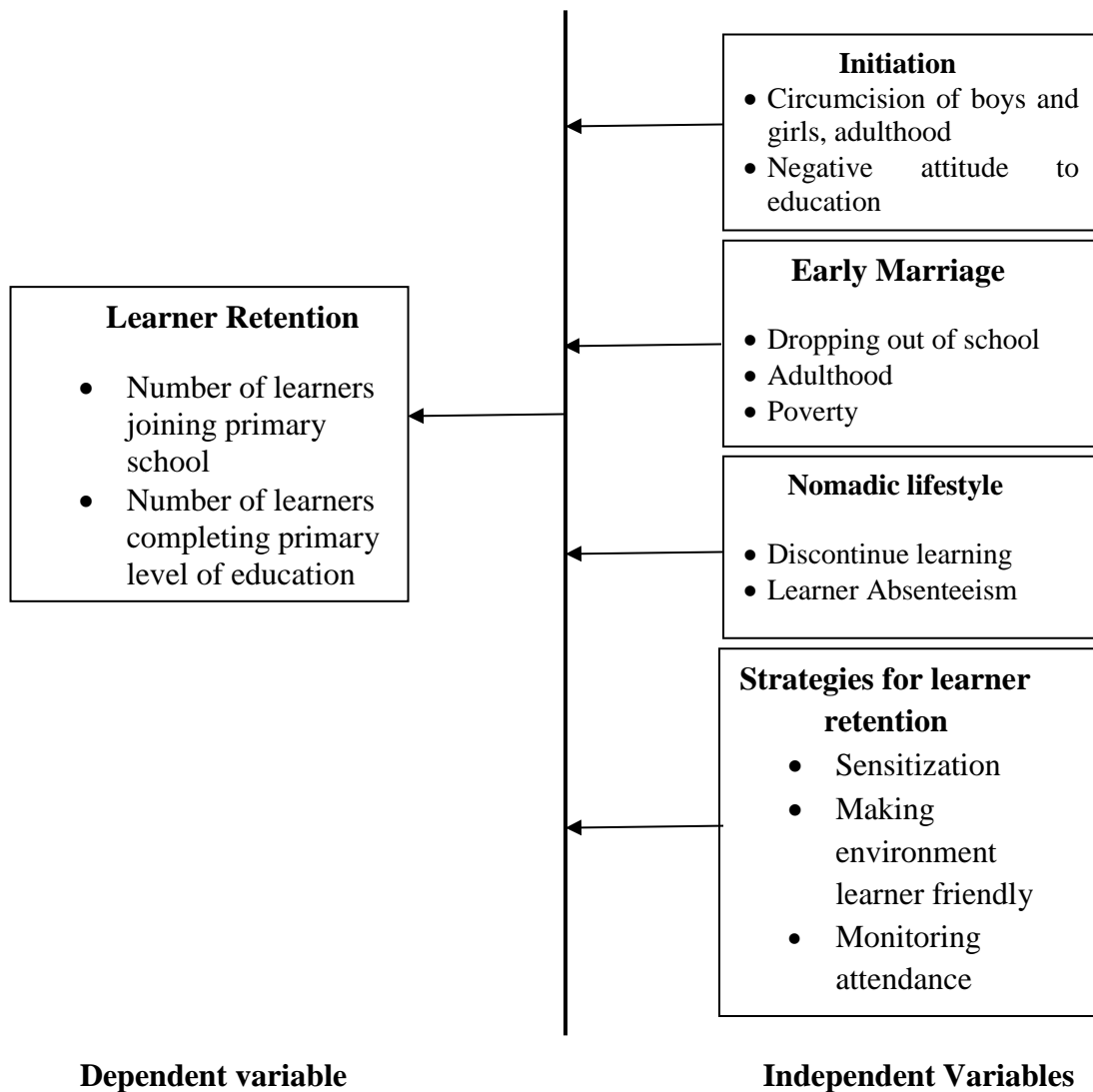


Figure 2.2 shows the connection between variables. The independent variables are social cultural factors which are operationalized as initiation, marriages, nomadic life styles and strategies for student retention. The dependent variable is the student retention. Initiation rites are carried in a way that could determine if the learner would continue education or not. Some pupils after going through initiation rites opt to drop out of school and get married. Some cultures embrace early marriages meaning that pupils do not have to complete their primary level because their culture emphasizes more on marriage than completing school. Early marriages lead to dropping out of school and consequently leading a poor lifestyle. Nomadic life style among some communities affects learning negatively because sometimes parents move with their children who are already in school. This means that schooling is discontinued for unknown time hence affection retention of learners in school. All the time schools struggle to put measures in place that could facilitate retention of learners in schools. Some strategies like sensitizing the communities, making the environment learner friendly, monitoring learners' attendance among others help in retaining pupils in schools until they complete their education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population, sampling techniques, sample size, data collection instruments, pilot study, data collection techniques, data analysis and ethical considerations.

3.2 Research design

Research design alludes to an arrangement of choosing subjects, investigate locales and information assortment strategies to address research inquiries (Schumacher & Macmillan, 2001). The researcher utilized a descriptive research design which was completed in a population at one point in time. As indicated by Mathooko (2013), descriptive research incorporated reviews and reality discovering mission. On the side of this, Gay, Mills and Airasian (2009) states that this plan includes assortment of normalized, quantifiable data from all individuals from a population Therefore, this study adopted a descriptive survey design since it generates initial insights into the nature of an issue and develops questions to be investigated through a more extensive study (Marlow, 2001).

Another bit of leeway of utilizing this study was that, members have the opportunity to address the inquiries and there is a genuinely fast turnaround (Trochin, 2006). Further, it presents data about a particular population from which speculations could be made. Mugenda and Mugenda (2003) states that an overview considers targets acquiring data in which could be dissected, designs extricated and examinations made. Survey design is thus apt because it enables getting people's attitudes, opinions and

habits or any other variety of education or social issue. This research therefore used descriptive survey design to find out impact of socio-cultural factors on pupil's retention in North Horr Sub County of Marsabit County.

3.3 Location of the study

This examination was completed in North Horr Sub County in Marsabit County. North Horr Sub County had 9 primary schools. North Horr Sub County was picked for the examination in light of the fact that as per the Sub County Education Office report of 2018 there were claims from individuals, public, partners and different recipients of education that few of students were sitting for Kenya Certificate of Primary Education (K.C.P.E) notwithstanding the high numbers found in the lower classes. The area was accessible, meaning that it was open for learning to effectively take place. Further, there were no comparative research led in North Horr Sub County to exactly clarify the components that influenced maintenance of students in schools.

3.4 Target population

Target population is characterized by Orodho (2005) as an enormous population from whom an example population is chosen. This study targeted 5 primary schools in North Horr Sub County. The schools included: Maikona, Chalbi, Kalacha, Hurri hills and North Horr primary schools. The respondents were 56 comprising of 5 school heads, 50 teachers and 1 A.E.O.

3.4.1 Sampling Frame

A sampling frame for the target population is given in the Table 3.1.

Table 3.1

Sampling Frame for Target Population

Population category	Population
Head teachers	5
Teaching Staff	50
Area Education Officer (A.E.O)	1
Total	56

Source: Sub-County Education Office, North Horr Sub County Report of 2018

3.5 Sampling procedures

Sampling procedures are important to establish the representativeness of the sample for generalization (Kombo & Tromp, 2006). Mugenda and Mugenda (2003) observes that in a situation where the study population is less than 100 there is no need to sample otherwise the total population should be studied. Therefore, census of 56 respondents was carried out and therefore every member of the population had equal chance of being included in the study.

3.6 Data Collection Instruments

Research instruments were tools used to collect the necessary data for a certain investigation. Karanja (2015) observes that the most commonly used instruments include; questionnaires, observational forms and reading test. The researcher in this study made use of questionnaires and an interview.

3.6.1 Questionnaire

A questionnaire is a set of inquiries intended to produce the information needed to achieve the goals of the examination venture (Orodho, 2005). Cooper and Schindler (2014) recommend the use of questionnaire in descriptive studies because self-administered questionnaires cost less than personal interviews and researcher can contact participants who would be otherwise be inaccessible. This examination utilized questionnaires containing both open and closed ended inquiries to have the option to get more data from the respondents. The closed ended inquiries gave progressively organized reactions to encourage substantial suggestions while the open-ended inquiries were utilized to give extra data that couldn't have been caught in the inquiries. The questionnaires were regulated to both head teachers and teaching staff as demonstrated in appendix 1.

3.6.2 Interview for the Area Education Officer

Interviews are specifically useful for eliciting data behind the respondents' studies. The interviewer pursued in-intensity information across the subject matter. Interviews are useful as they comply with-as much as positive respondents to questionnaires. Interviews were carried out to the school principals using probe method guided by the study objectives. The interview was also administered to the AEO using the interview schedule for Area Education Officer.

3.6.3 Validity of the Research Instruments

Validity is the degree to which an instrument could be depended upon to do what it was implied to do precisely (Souza, Alexandre & Guirardello, 2017). Content validity

was built up for the instrument. It is a type of legitimacy that include guaranteeing that items on a test represent the entire range of possible items a test should have covered. Cooper and Schindler (2014) indicate that a content validity gauge could be acquired from the board of researchers who rate instruments as far as how compelling they spoke to striking parts of the reason for the investigation. In such manner the surveys were given to the boss to determine the validity. Construct validity was used to check whether the operational meaning of a variable really mirrored the genuine hypothetical significance of an idea.

3.6.4 Reliability of the Research Instruments

Reliability alludes to the capacity of an examination instrument to give reliable outcomes after rehashed tests (Mugenda and Mugenda, 2003). Pre-testing of instruments was done to 10 respondents in 2 public primary schools in the neighboring Laisamis Sub County. Cronbach's alpha test is utilized to gauge the inner consistency of the examination instrument by getting a relationship coefficient of information got from the pilot study. It likewise permits estimation of unwavering quality of each announcement used to quantify a goal under various classifications and evaluations the degree to which scores shift in various factors ascribed to possibility or irregular blunders.

Pre-testing of instruments was carried on the questionnaires and interview guides. Ten teachers were used for the pilot study these were not part of the sample but from a population that shares similar environmental characteristics. Internal consistency technique was used as it requires only one testing session to determine the reliability of the instruments bearing in mind the aspect of time. After computing the score, the alpha

value ranged between 0 and 1 with reliability increasing with the increase in value. Kirby et al (2006) further indicates that coefficient of above 0.7 is commonly recommended which indicates good reliability. Therefore, this study obtained a correlation coefficient of 0.7.

3.7 Data Collection Procedure

The researcher gathered information from the chosen respondents in the wake of accepting a letter from the University authority to complete research in the distinguished territory of study. The researcher introduced the letter to the National Council for Science and Technology for issuance of a research license. The researcher also got a presentation letter from the Sub County Education Officer's office permitting completing exploration inside the region. The researcher then notified the head teachers of the selected primary schools, of the intention to conduct the study and the intended dates.

The researcher took the questionnaires literally to the chosen respondents where the reason for the examination and its latent capacity advantages to them was clarified. Surveys were issued to the head teachers and teachers subsequent to guaranteeing them privacy. Head teachers and teachers were given a time of five days to fill the surveys. Meeting plan was sorted out between the analyst and the A.E.O relying upon his accommodation and it took 60 minutes.

3.8 Data Analysis and Presentation

Information acquired from the surveys was first altered, coded, dissected and figured into topics to speak to significant information. Subjective information from the meeting was examined specifically in accordance with study targets and introduced in

story structure. Quantitative information was broken down utilizing expressive insights, for example, mean and standard deviation and introduced in tables, figures, diagrams and graphs. This was made conceivable by utilizing Statistical Package for Social Sciences (SPSS) version 21.0.

3.9 Ethical Consideration

To keep up with acceptable research morals during the study, the researcher got an introduction letter from the Kenya Methodist University and a research license from National Commission for Science, Technology and Innovation (NACOSTI) so as to acquaint himself with the important examination concerned. These enabled the respondents to acknowledge that the study was legally being conducted.

The sub-region educational authorities were educated regarding the goal to complete an investigation in their general vicinity of ward. The respondents who were of key interest in the examination, were disclosed the proposed reason for the investigation and guaranteeing them that none of the outsider was to get to the data they revealed to the investigation. The respondents had the option to participate or not in the study. Once the respondents agreed to participate in the study, the respondents were neither permitted to write their names nor the division they work with. Confidentiality was maintained by allocating special codes to different respondents of the study. For example, A001, A002, A003.... were codes used to refer to the interview respondents.

Once the questionnaires were collected by the researcher, they were forwarded for data analysis. The researcher ensured that the analyzed questionnaires were stored in a very safe place. Any party that was of help to the study, was acknowledged. Adding to that, all the sources acquired from the writing were recognized using APA style.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation is done based on the research questions.

4.2 Response Rate

The examination focused on a sample size of 55 respondents who were acquired from 50 head teachers and 50 teaching personnel. Their response rate is described in Table 4.1.

Table 4.1

Response Rate

Category	Frequency	Percent	Cumulative Percent
Response	55	94.5	94.5
Non-response	3	5.5	5.5
Total	52	100	

Table 4.1 shows that 52(94.5%) of the respondents filled and returned their questionnaires while just 3 didn't respond representing (5.4%). Baruch and Holtom (2008) suggested that a response of significantly or equivalent to 80% was adequate for information investigation. Hence, the general return rate was excellent at 94.5%. This was for the most part in light of the fact that the analyst had the option to set up direct contact among him and the respondents. In addition, the head teachers, teaching staff and area education officers were of paramount importance in this study because they

interacted directly with the learners, admitted them and saw them through the learning process. Therefore, they were better placed in stating the factors that affected learner's retention in the schools.

4.3 Demographic Information of Respondents

On the demographic information of the respondents, the researcher was keen on knowing the sexual orientation, level of education and the work experience of the respondents. It was hoped that this information would help collecting quality of information from the respondents because of their work experience in that area. Most of the respondents were male at 42(61.54%) while female respondents represented 10(38.46%). This showed the two sexual orientations were all around spoke to and the examination couldn't experience the ill effects of sex inclination. This was because the primary schools targeted admitted both genders in the learning process. In agreement with the results, Ananga (2017) strongly links into that having more male headmasters and teachers had a positive relationship with low dropping rate of pupils in school. This was due to the fact that male teachers instilled discipline which translated to pupils staying in school.

4.4 Distribution of the Respondents Level of Education

This information was required in order to assess respondent's level of education so as to ensure there was a good focus on their literacy levels. Table 4.2 indicates the respondent's level of education.

Table 4.2

Respondent's Level of Education

Level of education	Frequency	Percentage
Bachelor Degree	13	25.0
Certificate	9	17.3
Diploma	24	46.2
Master's Degree	6	11.5
Total	52	100.0

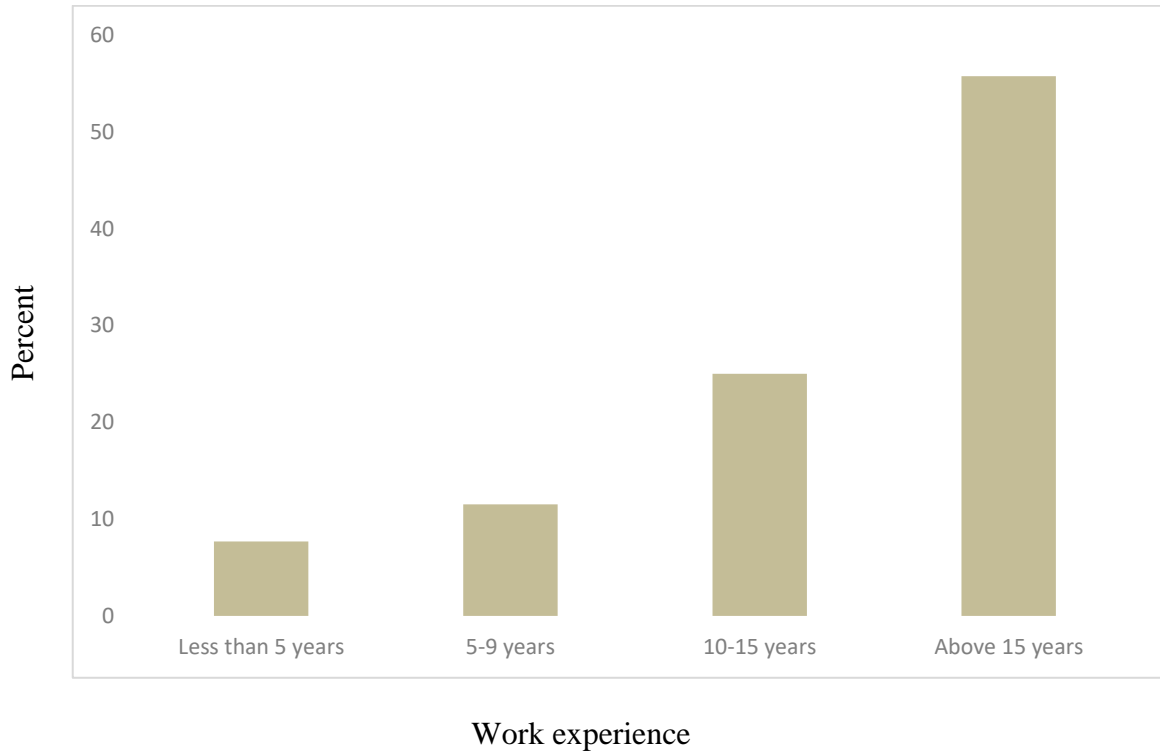
The outcomes in Table 4.2 shows that majority of 24(46.2%) of the respondents had accomplished a Diploma level of education, this was trailed by 13(25.0%) of the respondents who had a Bachelor Degree, 9(17.3%) and 6(11.5%) Master's Degree. These discoveries indicate that dominant part of the respondents had a decent degree of education, which meant that they understood the implications of social cultural factors to the learners in that environment. This assured the researcher that the information gathered was relevant to the area of study.

4.5 Respondent's Work Experience

Information on respondent's work experience was relevant because it showed how long the respondents had interacted with their work environment and culture of the people which was the researcher's area of concern.

Figure 4.1

Distribution of the Respondents' Working Experience



The outcomes in Figure 4.1 shows that larger part (55.77%) of the respondents had worked for over 15 years, this was trailed by 25.00% of the respondents who had a work experience of between 10 to 15 years, 11.54% between 5 to 9 years and 7.69% for under 5 years. These discoveries indicated that greater part of respondents had worked long enough in these regions thus they have associated with individuals from the communities and students in the zone henceforth could respond to the inquiries successfully. These results blend with Bhatti et al. (2016), who argues that low experience among education authority members such as headteachers have had a direct impact towards implementing

National Education Policies (NEPs) at elementary level. The more a headteacher was experienced in managing a school, the less the program had chances of failing.

4.6 Retention and Drop Out Across Gender

The above question was posed to all respondents, that was, head teachers, teaching staff and the area education officer. They were asked to rate the retention rate in North Horr Sub County for the last five years. This information was intended to assess how learners were retained in the learning institutions after they were admitted. Their findings were presented in Table 4.3.

Table 4.3

Retention Rates

	Frequency	Percentage
Very High	8	15.4
High	11	17.3
Low	24	46.2
Moderate	9	21.2
Total	52	100.0

The outcomes in Table 4.3 demonstrates that larger part 24(46.2%) of the respondents showed that the standard for dependability in primary schools in North Horr Sub County was low, followed by 9(21.2%) of those who indicated that it was moderate, 11(17.3%) agreed that it was high and 8(15.4%) was very high. From the above findings

it was clear that retention rates were low. Further, the study established that there was a higher retention rate for boys compared to girls as indicated by 61.54% and 38.46% respectively as shown in Figure 4.3.

From the interviews, the response from the A.E.O showed that Female Genital Mutilation, Herding and early marriages were the major factors that affected retention in schools. Considering that Marsabit County was inhabited by pastoralist community, people moved with their children at the expense of going to school. These discoveries were in accordance with the discoveries of Kemunto (2015) study which is because of socio-cultural factors on maintenance and scholastic performance of students in blended primary schools in Rachuonyo South Sub-County, Kenya. The study built up the greater part of the young ladies dropped out of school because of pregnancy and others were married ahead of schedule because of compensation work when contrasted with young men. Progressively male pupils were impacted by their friends while lion's share likewise figured out how to abuse drugs from their relatives. These discoveries suggested a situation that could be reflected in North Horr Sub County people group. Henceforth the need to have the correct estimates set up in order to enhance student's maintenances.

4.7 Influence of Retention Rate and Drop out across Gender

The respondents were additionally given a rundown of proclamation to show their degree of understanding concerning the influence of rates of retention and drop out across gender in primary schools in North Horr Sub County. The findings are presented in Table 4.4.

Table 4.4*Rate of Retention Across Gender*

Statement	(M)	(SD)
Girls are engaged in household work to enable adults to work outside the home	4.06	1.145
Children are forced to look after their animals instead of enrolling in schools	4.00	0.863
Girls prefer marriages to completing schools	4.29	0.605
Parental perception on education influence rate of retention and drop out across gender	4.04	0.839
Parental level of education influence rate of retention and drop out across gender	4.48	0.610

The outcomes in Table 4.4 indicates that larger part of the respondents firmly concurred on the explanation that Parental degree of education impacted pace of retention and drop out across sex and that young ladies favored marriages than finishing schools as appeared by mean score of 4.48 and 4.29 respectively which fluctuated fundamentally as appeared by separate standard deviation of 0.610 and 0.605. These discoveries agreed with the discoveries of Njue (2015) study which concentrates on factors that impact retainment of primary school students in Maparasha in Kajiado County in Kenya and set

up that parent's degree of education is one of the components that influence retention of primary school pupils in Maparasha.

The respondents conceded to the explanations that young ladies were occupied with family work to allow parents to work outside the home. Parental recognition on education affected pace of retention and drop out across sexual orientation and youngsters had to care for their sibling as opposed to joining up with schools as appeared by mean score of 4.06, 4.04 and 4.00 respectively with a standard deviation of 1.145, 0.839 and 0.863. These discoveries were in accordance with the discoveries of an investigation completed by Omondi (2014) who concentrates on factors impacting retainment of students in public primary schools in dry spell inclined territories in Turkana focal Sub County, Kenya. The study agrees that the discernment that young ladies are not intended to get education and this added to their low enrolment in the area.

4.8 Initiation as a Cultural Rite and Student Retention

The study pursued to determine the degree of initiation as cultural rite of passage impacted on learner retention in primary schools in North Horr Sub County. This was because the communities of North Horr Sub County embraced particular seasons and different types of initiations to their young people. The discoveries were offered in Table 4.5.

Table 4.5*Initiation as a Cultural Rite and Student Retention*

Statement	(M)	(SD)
Content of knowledge imparted to the children during that time of initiation affects student retention	4.1	0.431
Initiation ceremonies are carried out during school time which affects student retention	3.9	0.823
Girls who attend the initiation ceremonies encounter mistreatments; abuse and sometimes they miss their precious school time.	3.5	0.785
After the initiation ceremonies, girls change their behavior and thus some of them feel they cannot cope with formal education.	3.8	0.705
Girls drop out of school to pursue other womanly responsibilities of getting married and having families after initiation	4.4	0.601

The outcomes in Table 4.5 shows that most of the respondents unequivocally concurred on the explanations that young ladies dropped out of school to seek after other womanly duties of getting married and having families after initiation. The substance of

information bestowed to the kids during that season of initiation influenced students' retainment as demonstrated by mean score of 4.4 and 4.1 respectively with a standard deviation of 0.601 and 0.431 separately. This was in accordance with the discoveries of an investigation did by Malawoni (2013) which uncovers that, initiation functions have influenced the primary school pupils' scholastic performance contrarily because of conflict with the school schedule.

The respondents concurred that initiation traditions were done during educational time which influenced pupil's retention. After the initiation functions, young ladies changed their conduct and subsequently some of them felt they couldn't adapt to formal schooling. It was discovered that young ladies who went to the initiation traditions experienced abuses, misuse and some of the time they missed their valuable educational time as showed by mean score of 3.9, 3.8 and 3.5 respectively and standard deviation of 0.823, 0.705 and 0.785. These discoveries agreed with the discoveries of an investigation did by Rehema et al. (2014), which set up that the young ladies who went to the initiations experienced abuses, misuse and once in a while they missed their valuable educational time.

4.9 Marriage as a Cultural Rite and Student Retention

The objective of this question was to determine the extent to which marriage as a cultural rite of passage impacted on learner retention in primary schools in North Horr Sub County. The respondents were given a rundown of proclamation to demonstrate their degree of understanding with respect to how social cultural changing experiences swayed on student retention in primary schools in North Horr Sub County. The discoveries are offered in Table 4.6.

Table 4.6*Marriage as a Cultural Rite and Student Retention*

Statement	(M)	(SD)
Early marriages impact learner retention in primary schools in North Horr Sub County	4.46	0.641
Circumcision impact learner retention in primary schools in North Horr Sub County	4.57	0.537
Female genital mutilation impact learner retention in primary schools in North Horr Sub County	3.73	1.548
Rite of eldership impact learner retention in primary schools in North Horr Sub County	3.29	1.499
Rite of adulthood impact learner retention in primary schools in North Horr Sub County	4.58	0.696

The outcomes in Table 4.6 demonstrates that most of the respondents firmly conceded to the explanations that ceremony of adulthood, circumcision and early marriages swayed on student retention in schools in North Horr Sub County as appeared by mean score of 4.58, 4.57 and 4.46 respective standard deviations of 0.696, 0.537 and 0.641. These discoveries concurred with the discoveries of an examination by Kalter

(2016). Kalter (2016) on how home environment conditions positively or negatively influence a child's participation and retention in school. This study reveals that cultural factors such as early marriages, pregnancy, working at home, and negative attitude towards the education, cultural beliefs and practices were responsible for the low participation in school.

The respondents conceded to the explanation that female genital mutilation swayed student retention as appeared by mean of 3.73 which changed essentially as appeared by standard deviation of 1.548. This concurred with Ondiek (2010) study on the persistence of female genital mutilation (FGM) and its impact on women's access to education and empowerment: a study of Kuria district, Nyanza province, Kenya and found that girls dropped out of school to get married due to FGC, peer pressure and feeling mature among other factors.

The respondents demonstrated to direct level that custom of eldership affected on student retention as appeared by a mean of 3.29 with a standard deviation of 1.499. This repudiated with the discoveries of Nekongo-Nielsen et al. (2015) study that researched factors that led to class dropout in Namibia. Nekongo-Nielsen et al. (2015) found that, for all the students talked with, half of students dropped out because of the act of social rituals such a custom of eldership. From the meetings teachers and zone training officials clarified that the society esteemed Female Genital Mutilation which gave young ladies reasons to believe that they were grown-ups and they did not need to be in school. They further clarified how after the functions, young ladies changed their conduct and in this way some of them felt they could not adapt to formal education. Because of the

difference in conduct, the young ladies dropped out of school to seek after other womanly duties of getting married and having families.

The FGM as initiation ritual, therefore advanced early marriage which in this manner influenced learning. On the opposite side, young men likewise experienced commencement rituals that advanced masculinity and the duties that accompanied it. When the young men were presented to this, they felt that education procedure was wastage of time thus dropping out and considering beginning family life through marriage, as the area Education Officer clarified. These reactions were upheld by Malawoni (2013) study that assessed the impacts of inception services on Primary School student's' scholastic performance in Malawi. The discoveries uncovered that, inception services had influenced the primary school students adversely because of conflict with the school schedule, dropout, early marriage and early pregnancies for young ladies.

4.10 Nomadic Lifestyle on Learner Retention

The fourth research objective sought to investigate the effects of nomadic lifestyle on learner retention in primary schools in North Horr Sub County. The discoveries are offered in Table 4.7.

Table 4.7*Nomadic Lifestyle on Student Retention*

Statement	(M)	(SD)
Lack of proper schools for the nomadic children within the nomadic setting	3.61	1.744
Lack of curriculum relevance has become one of the major explanations for pastoralists supposed low interest in education and for the high drop-out rate from schools in pastoral areas	3.94	1.092
Lack of permanent teachers who may not be from the community	4.71	1.016
The actual location of schools represents the major issue related to how education should be provided	4.81	0.525
The reluctance of non-nomadic teachers to travel and live a nomadic lifestyle	4.83	0.382

The results in Table 4.7 shows that majority of the respondents strongly agreed on the statements that the reluctance of non-nomadic teachers to travel and live a nomadic lifestyle, the actual location of schools represents the major issue related to how

education should be provided. It also shows that lack of permanent teachers who may not be from the community may be affecting learner's retention as shown by mean score of 4.83, 4.81 and 4.71 respectively with significance variance of 0.382, 0.525 and 1.016 on the same. These findings were in line with the findings of a study carried out by Ogur (2014) study that focused on home and school-based factors influencing students' participation in public primary schools in Nyatike Sub County, Kenya and found that many parents had low income which greatly influenced their student's participation negatively.

The respondents conceded to the explanations that absence of educational plan pertinence had gotten one of the significant clarifications for pastoralists' alleged low enthusiasm for training and for the high drop-out rate from schools in peaceful regions. Absence of legitimate schools for the migrant youngsters inside the nomadic setting had a mean score of 3.94 and 3.61 separately with respective standard deviation of 1.092 and 1.744. Sheep et al. (2014) study, concentrated on remaining on at school: improving pupils' retention in Australia. The investigation built up that inability to set up significance in the educational program reduced the possibility of successful learning which was the most important intrinsic motive for staying on at school

The respondents further demonstrated that the migrant way of life influenced student retention in primary schools in North Horr Sub County since pupils from traveling families were likewise occupied with the responsibilities which restricted their chance to re-examine their school work. They further noticed that greater part of the nomads was unskilled henceforth neglected to adequately motivate their kids to learn. Most influenced were those pupils going to day schools as they had to remain with family

members or companions in light of the fact that their parents continued moving with their domesticated animals looking for water and field.

From the interviews, on the effects of nomadic lifestyle on learner retention in primary schools in North Horr Sub County; the respondent reported that their lifestyles both as individuals and community makes them highly vulnerable in terms of poverty and insecurity which adversely affects the education of the children leading to high dropout. He explained that some of the main reasons for low enrollment rates are the constant travel and migration associated with their livelihood, which entails the search for pastureland and water. All this is in line with Nawose (2016) study that evaluated the factors affecting primary school pupils' performance from nomadic pastoral communities in Turkana East District, Kenya. The study findings revealed that the challenges affecting nomads in accessing education were diverse. The findings from the field illustrated the continuing under-participation of nomads in education. Informants cited the location of schools, poor facilities, attitude of parents and poverty among other issues as the inhibiting factors affecting participation of nomads in formal education.

4.11 Strategies on Student Retention Rate in Primary Schools

The fifth research objective sought to establish strategies that would be employed to mitigate the impact of social cultural factors on learner retention in North Horr Sub County. From the respondents the study established that more teachers should be employed, teachers motivation be improved and a multifaceted approach in education provision in order to promote the sustainability of this form of education provision through mobile schools, focus in policies aimed at promoting higher levels of retention needed to be on creating the conditions for effective learning and personal growth that

underpin quality retention. The government intervention was required to advocate for equity and access to education among all children at household and community levels.

Further responses showed that some of the strategies which can be put in place included construction of more boarding schools which would help in keeping pupils away from household chores. Establishing mobile schools to take care of the children who followed their parents in when they went looking for pastures and water. Sensitizing parents on the need for education as an alternative to pastoralist life. A study carried out by Ngugi (2016) on challenges confronting versatile Schools among Nomadic Pastoralists: A contextual analysis of Turkana County, Kenya prescribed more teachers to be utilized, their inspiration to be improved and a multifaceted methodology in training arrangement so as to advance the maintainability of this type of training arrangement through portable schools. Also, respondents felt that initiation ceremonies should be conducted on the right time and the education imparted should be based on what students learn at schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMEDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations. The suggestions for further study are given. The presentations in this chapter starts by providing a synopsis of the study followed by a summary of the findings, conclusions and recommendations based on the findings of the study.

The purpose of this study was to establish the impact of social-cultural factors on learner retention in North Horr Sub County, Marsabit County. This was realized by pursuing four research objectives which led to examination of the causes of low learner retention, the social cultural factors that promote low learner retention, the retention rates in primary schools and the mitigation approaches that were put in place to reduce low retention rates in primary schools of North Horr Sub County in Marsabit County. A review of empirical literature was done based on research objectives, and it established that there existed a gap on methodology used by different studies, while context and conceptualization of the four constructs that were under investigation in this study were lacking.

The study embraced descriptive survey design. A sample size of five primary schools was selected through stratified random sampling. Head teachers and teachers were included in the sample. Information was gathered through questionnaires and interviews all of which were administered by the researcher. The collected data was analyzed through quantitative and qualitative methods and offered in tables and graphs.

The discoveries of the study helped to come up with conclusions and recommendations that would accelerate retention of learners in primary schools among pastoralist communities.

5.2 Summary of the Major Findings

Generally, the discoveries of the study, as indicated in Table 4.3 showed that retention rate in primary schools in North Horr Sub County was low. Further, the study indicated a higher retention rate for boys compared to girls and that the guardian's education status influenced rate of retention and drop out across gender and girls preferred marriages than completing schools. Other major findings with reference to each objective were highlighted below: -

5.2.1 Research Objective One: Influence of Retention Rate and Drop out Across Gender

The first research objective sought to compare the rates of retention and drop out across gender in primary schools in North Horr Sub County. From analyzed information in chapter four it was very clear that most of the respondents emphatically concurred on the explanations that, there was a higher retention rate for boys compared to girls as indicated by 61.54% and 38.46% respectively. Parental level of education influenced the rate of retention and drop out across gender and that girls preferred marriages than finishing schools as appeared by mean score of 4.48 and 4.29 respectively and with a standard deviation of 0.610 and 0.605.

5.2.2 Research Objective Two: Initiation as a Cultural Rite and Student Retention

The second research objective examined the extent to which initiation as a cultural rite of passage impacted learner retention in primary schools in North Horr Sub County. The results demonstrated that most of the respondents firmly conceded to the explanations that young ladies dropped out of school to seek after other womanly obligations of getting married and having families after initiation rites. It was also noted that the content of knowledge imparted to the children during that time of initiation time affected student retention was showed by mean score of 4.4 and 4.1 with significance variance of 0.601 and 0.431 respectively. In addition, the study showed that initiation ceremonies were carried out during school time which affected student's retention and further after the inception functions, young ladies changed their conduct and subsequently some of them felt they could not adapt to formal education. Young ladies who went to the initiation functions encountered abuses, misuse and subsequently they some of the time missed classes.

5.2.3 Research Objective Three: Marriage as a Cultural Rite and Student Retention

The third research objective assessed the extent to which marriage as cultural rites of passage, impacted learner retention in primary schools in North Horr Sub County. The results in Table 4.6 designated that most of the respondents emphatically concurred on the explanations that rite of adulthood impacted on learner retention in primary schools in Maikona Sub County with standard deviation of 0.696. The response from the A.E.O showed that Female Genital Mutilation, herding and early marriages were the major factors that affected retention in schools. This implied that most of the pupils who went through the initiation rites hardly completed their studies.

5.2.4 Research Objective Four: Nomadic Lifestyle on Learner Retention

The results of fourth research objective showed the effects of nomadic lifestyle on learner retention in primary schools in North Horr Sub County. Majority of the respondents strongly agreed on the statements that the reluctance of non-nomadic teachers to travel and live a nomadic lifestyle and the actual location of schools represented the major issue related to how education should be provided. Lack of permanent teachers who did not come from the community as showed by mean score of 4.83, 4.81 and 4.71 respectively and with significance variance of 0.382, 0.525 and 1.016 respectively. These discoveries demonstrated that the nomadic way of life influenced student retention as pupils from migrant families were occupied with the exercises which restrained their chance to complete their school work. Furthermore, their parents were not educated enough to rouse their children in seeking after educational issues.

5.2.5 Research Objective Five: Strategies on Student Retention Rate in Primary Schools

The last research objective examined the strategies that should be employed to mitigate the impact of social cultural factors on learner retention in North Horr Sub County. The study revealed that construction of more boarding schools which would help in keeping pupils away from household chores and establishing mobile schools to take care of the children who followed their parent in pastoralist practices. The sensitization of parents on the need for education as an alternative to pastoralist life was the best strategized that could be employed.

5.3 Conclusions

The study observed that aspects of family foundation, for example, level of education of guardians, sexual orientation of children in family and financial foundation of the family influenced retention rate of pupils in public primary schools in North Horr Sub County, Marsabit County. Other conclusions here below were derived from the findings related to each of the research objectives.

5.3.1 Retention and Drop Out Across Gender

In light of the discoveries of objective one, the investigation reasoned that the majority of the young ladies dropped out of school because of pregnancy, early marriage and due to wage labour as compared to boys. However, more boys' students were influenced by their peers and majority learnt to take drugs from their family members. It was also very clear that parental perception on education influenced the rate of retention and dropped out across gender. This was observed in that children had to take care of their livestock as opposed to joining schools. Further, the study concluded that the perception of girls not to be educated did contribute to their low enrolment in the region.

5.3.2 Initiation as a Cultural Rite and Student Retention

According to the findings of objective two, this study concluded that initiation ceremonies had affected the primary school pupils' academic performance negatively due to clash with the school calendar. From the study it came out clearly that initiation ceremonies were carried out during school time which affected student retention. This was on the grounds that after the initiation functions, young ladies changed their conduct and consequently some of them felt they couldn't adapt to formal education. The young ladies who went to the initiation functions experienced abuses; misuse and now and then

they missed their school classes hence affecting their completion of studies. However, the study revealed home environment conditions such as working at home, and negative mentality towards the education from guardians and different kin influenced a child's cooperation and retention in school. Furthermore, the examination presumed that social factors, for example, early marriages, pregnancy, social customs, for example, ceremony of eldership, adulthood, young men's circumcision and Female Genital Mutilation (FGM) traditions were liable for the low cooperation in school.

5.3.3 Marriage as a Cultural Rite and Student Retention

Findings from objective three concluded that, early marriages impacted on learner retention in schools; this was catalyzed by Female Genital Mutilation which persisted for long in this community. The study further established that girls let go of school to get married after FGM which introduced them to adulthood hence they left school and joined their peers who were also getting married because of feeling mature. Female Genital Mutilation was accused of giving girls false belief that they were adults and they did not need to be in school. This was on the grounds that after the functions, young ladies changed their conduct and subsequently some of them felt they could not adapt to formal education. Because of the difference in conduct, the young ladies dropped out of school to seek after other womanly duties of getting married and having families. Concerning boys, the study concluded that boys also went through initiation rites that promoted manhood and the responsibilities that come with it. Once the boys were exposed to this initiation, they felt that education process was wastage of time hence dropping out and considering starting family life through marriage at an early age. Therefore, in general,

this study concluded that early marriages affected learner's retention in school especially in North Horr Sub County.

5.3.4 Nomadic Lifestyle on Learner Retention

The conclusion from the third research objective was that unwillingness of non-nomadic teachers to move and live a nomadic routine and the actual location of schools made learners feel that they were not well attended hence missing schools became a norm. In addition, as a result of nomadic lifestyle many parents had low income which greatly influenced their student's participation in education negatively. Lack of curriculum relevance was a major explanation for pastoralists to have low enthusiasm for education and high drop-out rate from schools for peaceful co-existence with their peers. Lastly, the study concluded that nomadic lifestyle affected learner retention because students from nomadic families were engaged in the activities which limited their time to revise their school work. The study further noted that majority of the nomads were illiterate hence failed to sufficiently inspire their children to learn. The mostly affected pupils attended day schools as they were forced to stay with relatives or friends because their parents kept on moving different areas as they looked for water and feeds. The study concluded that millions of the nomadic pastoralists' children were denied access to primary education.

5.3.5 Strategies on Student Retention Rate in Primary Schools

As indicated by the discoveries of target four, the examination inferred that more teachers ought to be utilized, teacher's inspiration to be improved and a multifaceted methodology in educational arrangement be set up to advance the maintainability of this type of education through versatile schools; strategies planned for advancing more

elevated levels of maintenance should have been executed to make the conditions for compelling learning and self-awareness that support quality maintenance. The administration mediation was required to advocate for value and access to education among all children at family unit and network levels.

5.4 Recommendations

In opinion of the suppositions, several recommendations were presented as per each research objectives.

5.4.1 Recommendations on Retention and Dropout Rates across Gender

Findings from this study recommended that there was requirement for the government to utilize cash and put resources into expanding access for young men and young ladies to primary schools. Given the documented role of education as a catalyst for economic and social development, a sensitization on the factors that influenced educational attainment would enable policy makers to adopt strategies to improve the allocation of resources, with the objectives of increasing school completion and reducing the inequality in attainment. A key recommendation was made that intervention measures to improve the retention of female learners needed to be put in place.

5.4.2 Recommendation on Initiation as a Cultural Rite and pupils' Retention

From the discoveries the examination suggested that the administration should take measures to check young lady dropout rate in primary schools and all education partners ought to likewise cooperate to make mindfulness on the antagonistic impacts of FGM. Further, Alternative Rite of Passage (ARP) as an approach to abandoning traditional initiation rites should be advocated for strongly. This study further recommended that increased efforts of government and local communities in enhancement of general

security through peace and conflict management, poverty eradication or minimization through economic empowerment and sensitization on education value and effects of cultural practices on education in modern society in order to improve primary school retention in North Horr Sub County should be embraced and practiced.

5.4.3 Recommendation on Marriages and Retention of Pupils in Primary Schools

Among the proposals made incorporated the administration taking measures to check young lady dropout rate in grade schools and all educational partners ought to likewise cooperate to make mindfulness on the antagonistic impacts of FGM. This examination suggested to have expanded endeavors of government and neighborhood communities in upgrade of general security through harmony and peacemaking, poverty eradication or minimization through financial strengthening and refinement on educational worth so as to improve primary school retention.

5.4.4 Nomadic Lifestyle and Retention of Pupils in Primary Schools

This investigation suggested that if full interest of all students could be accomplished, the fundamental issues emerging were to be patched up. For instance, existing offices, settling in versatile schools and fortifying enactment for mandatory education and simultaneously improving the foundation for nomadic individuals. This could be continued by the state co-facilitators of the Nomadic Education Program through encouraging association with NGOs to sort out proficiency classes for grown-ups. It was trusted this would fortify higher enrolment and retention among nomadic students. Also, provision of chances and material resources for young ladies' education would enhance their retention in school.

5.4. 5 Strategies for Retaining Pupils in Primary Schools

From the discoveries of this investigation it was suggested that three zones of activity for improving the school condition included: convey, assemble and associate. The investigation recommended that time ought to be set for customary casual communication between teachers, authorities and pupils. A short meeting at the opening of the school day would give the chance to share significant school news and address pupil's concerns. It could likewise be a chance to perceive pupils' accomplishments and commend the extraordinary occasions in their lives. Parental correspondence was basic. The examination further suggested that head teachers to utilize games and clubs, peer advising, scholarly guiding, sexual orientation suitable offices and ordinary class size to enhance retention. Further the investigation suggested heightened observing and assessment of schools for legitimate information keeping and to guarantee arrangement of value education. Network refinement was required to enable the network to change its recognition towards instruction; connecting with the network in pay expansion extends in order to expand family unit pay levels and subsequently urge guardians and gatekeepers to hold their youngsters in school.

5.5 Suggestions for Further Research

Remarkably, the findings of this study were based on the impact of socio-cultural factors on learner retention in primary schools in North Horr Sub County, Marsabit County. Along these lines, it was suggested that comparative examinations ought to be completed in different regions in Kenya as this would help in approving the discoveries and conclusion of this investigation. In addition, further research ought to be done to examine the impact of other factors that have not been conceptualized in this study as

cause of low enrolment of pupils in schools. Further, studies needed to be on the problems that faced teachers in Nomadic communities. Similarly, studies needed to be done on instructions offered to girls when taken to initiation rites and how they affected their attitude towards education and life as whole.

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APPENDICES

Appendix I: Questionnaire

This research is meant for academic purpose. Kindly you are requested to provide answers to the questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Kindly tick [] where appropriate or fill in the required information on the spaces provided.

Section A: Background Information

1. Indicate your Gender: [] Male [] Female
2. Indicate your highest level of education
 Diploma Certificate
 Bachelors Degree Master's Degree
3. Indicate your work experience:
 Less than 5 years 5-9 years
 10- 15 years Above 15 Years

Section B: Retention and Drop Out Across Gender

4. How has been the retention rate for last five years?
Very High [] High []
Low [] Moderate []
5. Between boys and girls, who have the higher retention rate?
Boys [] Girls []
6. Indicate the extent to which you agree with the following statement regarding the influence of rates of retention and drop out across gender in primary schools in North Horr Sub County. Tick appropriately using a Likert scale of 1 to 5 where 1= strongly disagree, 2= Disagree, 3= Not sure, 4= Agree and 5= strongly agree.

Statements	5	4	3	2	1
Girls are engaged in household work to enable adults to work outside the home					
Children are forced to look after their animals instead of enrolling in schools					
Girls prefer marriages to completing schools					
Parental perception on education influence rate of retention and drop out across gender					
Parental level of education influence rate of retention and drop out across gender					

Section C: Initiation as a Cultural Rite

7. Indicate the extent to which you agree with the following statement regarding how initiation as a cultural rites of passage impact learner retention in primary schools in North Horr Sub county. Tick appropriately using a Likert scale of 1 to 5 where 1= strongly disagree, 2= Disagree, 3= Not sure, 4= Agree and 5= strongly agree

Statements	5	4	3	2	1
Content of knowledge imparted to the children during that time of initiation affects student retention					
Initiation ceremonies are carried out during school time which affects student retention					

Girls who attend the initiation ceremonies encounter mistreatments, abuse and sometimes they miss their precious school time.					
After the initiation ceremonies, girls change their behavior and thus some of them feel they cannot cope with formal education.					
Girls drop out of school to pursue other womanly responsibilities of getting married and having families after initiation					

Section D: Marriage as a Rite of Passage

8. Indicate the extent to which you agree with the following statement regarding how marriage as a cultural rites of passage impact learner retention in primary schools in North Horr Sub County. Tick appropriately using a Likert scale of 1 to 5 where 1= strongly disagree, 2= Disagree, 3= Not sure, 4= Agree and 5= strongly agree.

Statements	5	4	3	2	1
Early marriages impact learner retention in primary schools in North Horr Sub County.					
Circumcision impact learner retention in primary schools in North Horr Sub County.					
Female genital mutilation impact learner retention in primary schools in North Horr Sub County.					

Rite of eldership impact learner retention in primary schools in North Horr Sub County.					
Rite of adulthood impact learner retention in primary schools in North Horr Sub County.					

Section D: Nomadic Lifestyle on Learner Retention

9. Indicate the extent to which you agree with the following statement regarding the effects of effects of nomadic lifestyle on learner retention in primary schools in North Horr Sub County. Tick appropriately using a Likert scale of 1 to 5 where 1= strongly disagree, 2= Disagree, 3= Not sure, 4= Agree and 5= strongly agree.

Statements	5	4	3	2	1
Lack of proper schools for the nomadic children within the nomadic setting					
Lack of curriculum relevance has become one of the major explanations for pastoralists supposed low interest in education and for the high drop-out rate from schools in pastoral areas					
Lack of permanent teachers who may not be from the community					
The actual location of schools represents the major issue related to how education should be provided					
The reluctance of non-nomadic teachers to travel and live a					

nomadic lifestyle					
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10. How does nomadic lifestyle affect learner retention in primary schools in North Horr Sub County?

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Section E: Strategies

11. What strategies should be employed to mitigate the impact of social cultural factors on learner retention in North Horr Sub County?

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Appendix II: Interview Schedule for the Area Education Officer

Introduction. The purpose of this study is to investigate the impact of social cultural factors on learner retention in primary schools in North Horr Sub County. Respond freely to all the questions as the responses will be used only for purpose of the study.

- i. What are the causes of low retention and drop out across gender in primary schools in North Horr Sub County?
- ii. To what extent has cultural rites of passage such as initiation and early marriage impacted on learner retention in primary schools North Horr Sub County?
- iii. What are the effects of nomadic lifestyle on learner retention in primary schools in North Horr Sub County?
- iv. What strategies should be employed to mitigate the impact of social cultural factors on learner retention in primary schools in North Horr Sub County?

Appendix III: University Authorization Letter



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru 60200, Kenya
Tel 254-064-30301/31279/30367/31171

Fax 254-64-30565;
Email info@kemu.ac.ke

7th, April 2014

**Executive Secretary,
National Council for Science and Technology,
P.O Box 30623-00100,
NAIROBI.**

Dear Sir/Madam,

RE: SILVESTER MUNYALO MALELU (EDU-3-0007-1/2011)

This is to confirm that the above named is a bona fide student at Kenya Methodist University Department of Education undertaking a Master Degree in Educational Leadership and Management.

He is conducting a Research on "**Impact of Social-Cultural Factors on Student Retention in Primary Schools in Maikona Division, Marsabit County.**"

In this regard, we are requesting your office to issue a research permit to enable him collect the data for his research.

Any assistance accorded to him will be appreciated.

Thank you

Mr. Jeniffer Karimi
For: Dean Board of Postgraduate Studies

Appendix V: Research Authorization



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:

5th May, 2014

NACOSTI/P/14/1920/1437

Malelu Sylvester Munyalo
Kenya Methodist University
P.O.Box 267-60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Impact of social cultural factors on student retention in primary schools in Maikona Division, Marsabit County,”* I am pleased to inform you that you have been authorized to undertake research in **Marsabit County** for a period ending **4th June, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Marsabit 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Marsabit County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified