FACTORS INFLUENCING RETENTION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN DROUGHT PRONE AREAS IN TURKANA CENTRAL DISTRICT, KENYA

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DECLARATION

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

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This research is dedicated to my husband Dick Joe Omondi who has been source of inspiration and has tirelessly stood by my side in pursuit for the academic execellence.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASALs	Arid and Semi- Arid Lands
DEO's	District Education Officers
EFA	Education for All
FPE	Free primary Education
GOK	Government of Kenya
HDI	Human Development Index
MDG's	Millennium Development Goals
MOE	Ministry of Education
UN	United Nations
UNDP	United Nations Development Programmes
UNESCO	United Nations Education Scientific Childrens' Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to determine the factors influencing retention of pupils in public primary schools in drought prone areas of Turkana Central Division in Turkana Central District, Kenya. The objectives of the study was to establish the influence of socio-economic factors on the pupils' retention in school, determine the influence of culture on the retention of pupils in primary schools, find out how the geographical factors have influenced the retention of pupils in primary schools and to analyse the influence of insecurity on the pupils retention in primary schools in Turkana Central Division. To achieve this, the study used descriptive research design. The target population was 14,945 pupils and 255 teachers from all the 22 primary schools in the division. The sample consisted of 308 pupils and 66 teachers. The questionnaires were used to collect data from the respondents. Data was analysed both qualitatively and quantitatively.

The study established that poverty in the region is a major impediment to the retention of pupils in schools. The study further established that cultural factors such as early marriages, cattle rustling among others has contributed to the poor retention of pupils in schools. The perception that girls are not meant to receive education has contributed to their low enrolment in the region. The study also established that students travelled long distances to school through harsh environment and on an empty stomach. This affected the retention of pupils in primary schools in the region. The long distances that the students travelled made them arrive for classes late which may have a negative impact on their learning. This negatively affects the retention of the pupils in school. Insecurity affected the retention of the pupils in school, however to a small extent as not many pupils and teachers were displaced as a result of the conflict.

The key recommendation from the study is that the government should empower the parents by the introduction of the irrigation agriculture where the households will be self reliant in terms of food production and may reduce reliance on the donor based school feeding programme. The other recommendation is that through sensitization, the community should be educated practices that undermine education such as early marriages and cattle rustling. The study also recommends that the communities in Turkana Central Division should be educated on the importance of taking their children to school and why all children are equal despite their gender differences. Finally, study recommends that the government should construct more schools so that the children should access schools without traveling long distances.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Kenya like many other countries across the globe upholds education as a fundamental human right and recognises it as pivotal for the attainment of self-fulfilment and national development (GoK 2007; MoE 2006; Children Act Cap 586 2001). Education therefore, is frequently touted as the most important factor for achieving sustainable development and used as an important means for changing attitudes and behaviours. The Hyogo framework for action, which was adopted by 168 nations in January 2005 recognize this and encourages government and civic society to use education which facilitate knowledge and innovation, in order to build a culture of safety and resilience at all levels of the nation (Nakileza, 2007). As a result governments have placed enormous resources both financial and human to enhance education in their respective countries (UNESCO, 2010).

However, many gains in primary education had diminished due to situations of national, international conflicts, natural disasters and extreme poverty (World Bank, 2004). Various disasters have seriously affected education systems today and will continue to have a negative impact in future due to the effects of globalization and climate change (Lavell, 2007). The number of weather-related disasters continues to rise. The greatest number of immediate deaths in these disasters was attributed to droughts/famines, followed by floods, windstorms and

earthquakes. Thousands of teachers, educational personnel and students have died or been destabilized by Aids, malaria, malnutrition, flooding, lighting and other chronic diseases (World Bank, 2001).

In 2011 drought exacerbated malnutrition and hunger in sub Saharan Africa, mainly in a number of dry areas in Ethiopia, and northern regions of Kenya (Save the Children, 2012). In the same year, Niger was also hit by drought. The year 2012 has seen an increase in the number of West African states experiencing food insecurity, drought and displacement. These have forced increasing number of pupils to drop out of school due to the increasing levels of poverty, displacement and hunger (Save the Children, 2012).

Kenya like most of the countries in the sub Saharan Africa experiences a number of natural hazards, the most common being weather related, including floods, droughts, landslides, lightening/thunderstorms, wild fires, and strong winds (Achoka and Maiyo, 2011). Arid and Semi Arid Lands (ASAL) constitute 84 percent of the total land mass in Kenya, or 24 million hectares (GoK 2007). The extent of aridity, coupled with demographic structures, shape the economic mainstay of these lands, which is nomadic pastoralism.

For a long time the drought prone regions have lagged behind in terms of education as the transition rate to high school has been very low as compared to other regions in the country (Ruto, Ongwenyi and Mugo, 2010). The government and its development partners have put up various measures to address the problem

of drought (Achoka and Maiyo, 2011). The government embarked on programs like sinking boreholes, construction of dams and provision of relief food. Through these, the government aimed to make available water for both domestic and livestock as the communities here are mainly pastoralists who depend on animals for a living (Ruto, Ongwenyi and Mugo, 2010).

Pastoralist communities which include the Turkanas, Samburu, Pokot, Borana, Rendile, Orma, and Somali clans are some of the marginalized in Kenya. Pastoralists derive their livelihoods mainly from natural resources such as pasture, water, natural vegetation and livestock (Oketch, 2008). They move from one area to another in search of water and pasture for their livestock. Their movements are not restricted to one area or even country. They move into and out of the neighboring countries such as Somalia, Ethiopia, Sudan and Uganda. However, the dwindling pasture due to the persistent drought, have left the community to fight for the scarce resources with their neighbouring communities causing insecurity which result into frequent disruption of the learning process by pupils as schools are often shut down due to cattle rustling (Achoka and Maiyo, 2011).

According to available statistics in Turkana County development plan 2002-2008, out of a population of 497,779 only 115,989 were of primary school going age and only 35,060 were attending schools in the County. This translates to only 30% enrolment rate which depicts a situation of low enrolment levels. An analysis conducted to map schooling levels of all persons aged six and above indicates that

only 32.3 % in drought prone areas in Kenya to have ever enrolled in school against a national average of 76.8% (Kenya National Bureau of Statistics, 2008). In central province for example, 92 percent of the population has attended school. Table 1.1 below summarizes the districts with the lowest number of persons (age six and above) who have ever attended school. Mandera and Turkana exhibit huge gender gaps.

Table 1.1: Districts with lowest number of persons (age 6+) who ever attended school

District	Male	Female	Total
Mandera	28.5	2	15.2
Turkana	26.6	6	16.3
Marsabit	20.5	14.6	17.6
Garissa	29.8	7.8	19.5
Wajir	35.5	7.1	21.2
Samburu	41	21.2	30.7
Tana River	38.5	23.4	30.8
Moyale	48.4	26	37.7
Isiolo	46.7	27.5	37.8
Average	35.1	15.1	25.3
National	82.5	71.2	76.8

Source: Kenya National Bureau of Statistics (2012)

Several factors have been found to influence retention of pupils in primary schools in arid areas. In spite of aridity, and all the poor characteristics of this region, the north is a significant contributor to Kenya's fiscal strength. The ASAL area accounts for 50-70 percent of the country's livestock production and is home

to 90 percent of the wild game that sustains the tourism industry (GoK 2006). Despite this, individual returns seem very low. The economic activities are incapable of sustaining livelihoods, as 13.3 percent of all adults in the arid areas live on help from local and international NGOs (UNESCO, 2010). This has made it difficult for these parents to send and keep their children in schools, hence the low rate of enrolment.

According to Sifuna (2005) and Krätli (2001) the culture of nomadic groups is largely communal as opposed to formal education, which in its presentation, focuses on the individual. Coupled with lack of appreciation of pastoralist livelihoods, and the general difficulty of providing formal schooling to people on the move, the retention of pupils in school has been a tall order as the schooling is more often than not interrupted. The predominant position has been to transform pastoralist communities as a prerequisite for receiving schooling such as the introduction of boarding schools and mobile schools also known as schools in a box or school on a camel. The government has also embarked on a strategy of employing teachers from the community who are more likely to move with the community.

It is estimated that the ASAL are home to 20% of Kenya's total population (GoK, 2007), which would translate to around 8.75 million people. ASAL has low population density which poses challenges for service delivery such as the provision of education. The schools are scattered and the pupils have to walk long

distances to access education. The long distances may discourage the pupils and parents who value cattle keeping to education to drop out of school. Due to inadequate resources, there arise frequent conflicts between the Turkana pastoralists and their neighbours such as Pokot and Marakwet in Kenya and the Karamojong in Uganda which causes insecurity and loss of lives.

It is against this background that the factors influencing retention of pupils in public primary schools in Turkana Central division were investigated.

1.2 Statement of the Problem

Retention of pupils in primary school is a major challenge to most governments in the world and in sub Saharan Africa in particular. According to UNESCO (2010) it is estimated that more than 30 million pupils aged 10–14 in sub-Saharan Africa will not complete primary school at the end of the twenty first century. This exists despite there being a strong correlation between the introduction of FPE (Free Primary Education) policy and increase in enrolment rates across the country (Oketch, 2008; Sifuna, 2005; Republic of Kenya, 2005). Turkana County which fall in the arid areas has one of the lowest retention rate in the country (an average of 36.5%) (Republic of Kenya, 2012). This implies that even out of the few pupils that enrolled in school, majority dropped out before completion.

Various studies have been done in Kenya on pupils retention. For instance Muema and Mutegi (2011) did a study on the impact of school feeding

programme on pupils' retention in primary schools in Kenya. Macharia (2011) carried out a study on the determinants of low access and retention in primary schools in Mathioya District. In addition Abdullahi (2012) did a study on the effect of SFP on access and retention among school pupils in nomadic families in Wajir District. While these studies are of benefit to the study, they did not highlight the factors influencing retention of pupils in public primary schools in drought prone areas of Turkana Central division hence a knowledge gap. It was this gap that the researcher sought to fill.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing the retention of pupils in public primary schools in drought prone areas of Turkana Central division.

1.4 Objectives of the Study

i. To establish the influence of socio-economic factors on the pupils' retention in school.
ii. To determine the influence of culture on the retention of pupils in primary schools in Turkana Central divison.
iii. To assess the influence of geographical factors have influenced the retention of pupils in primary schools in Turkana Central Division.
iv. To analyse the influence of insecurity on the pupils retention in primary schools in Turkana Central Division.

1.5 Research Questions

i. What is the influence of socio-economic factors on the pupils' retention in schools in Turkana Central Division?

ii. What influence does culture have on the retention of pupils in primary schools in Turkana Central Division?

iii. How do geographical factors influence the retention of pupils in primary schools in Turkana Central Division?

iv. In what way has insecurity influenced the pupils' retention in primary schools in Turkana Central Division?

1.6 Significance of the Study

The findings from the study may be used by policy makers in the education sector when formulating policies on the retention of pupils in schools such as construction of boarding schools and improving the school feeding programme in the region which will enhance the achievement of intended educational objectives. The study may be of importance to the communities living in drought prone areas as it will highlight how the pupils can remain in school despite the challenges and difficulties posed by drought. The government, non governmental organizations and donors may also use the findings in the identification and elevation of the factors influencing retention of pupils in public primary education in arid and semi arid areas in Kenya. The study may therefore become a base for further research on the area of retention of pupils in enhancing curriculum implementation.

School communities can also find strategies they could undertake to ensure more students benefit from basic education programme hence empowering the local communities to come out of the cycle of poverty.

1.7 Limitation of the Study

The schools in Turkana Central were sparsely populated which was compounded by poor road network and absence of adequate transport. The researcher however sought the services of a motorcyclist who found his way even in poor terrain.

1.8 Delimitation of the Study

Turkana Central Division was chosen as an area of study, which was a sufficient sample representative of the pastoral communities in the North Rift based on the population density. The study was done on public primary schools in the division.

1.9 Assumption of the Study

The researcher held the following assumptions as the study was conducted;

(i). That the information provided was accurate and reliable.

(ii).That the weather conditions was favourable.

1.10 Definition of Significant Terms

The following were the terms in the study;

Completion refers to the state of a pupil going through all grades in primary course education.

Cultural Factors	Culture encompasses the set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people.
Dropout	refers to stopping to attend school of a pupil who had been enrolled in a certain school before completing a course for example; eight years primary course.
Drought	refers to a temporary reduction in water or moisture availability significantly below the normal or expected amount for a specified period.
Enrollment	refers to the number of children registered in a school.
Gross Enrolment	refers to the total members of pupils enrolled at a given time in school
Pupil attendance	refers to both daily going to school of a pupil and available in class to learn.
Retention:	refers to a state where registered school pupils progress from Pre-primary to standard eight without dropping out of school.

Socio-economic factors Basically refers two things: financial resources or income, and level of interaction.

1.11 Organization of the Study

The study is organized into five chapters; Chapter one comprises of background to the study, statement of the problem, purpose and objective of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study.

Chapter two consists of the literature review which is divided into the following sub-topics; the concept of retention of pupils in schools, the effect of socio-economic factors, insecurity and cultural factors. The review also presented the theoretical framework and conceptual framework. Chapter three consists of the research methodology divided into; research design, target population, sampling and sampling procedures, research instrument, data collection and data analysis.

Chapter four comprise of findings and discussions from data analysis while Chapter five consist of the summary of the findings, conclusions, recommendations and suggestions for further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, related literature with regard to the factors influencing retention of pupils in public primary schools is reviewed. The areas which are reviewed include: drought and its effect on education, retention of pupils in school, the effect of socio-economic factors on retention, cultural factors and the insecurity. Other areas highlighted include the theoretical and the conceptual frameworks.

2.2 Drought and its Effect on Education

Drought has no universally accepted definition. Drought has been classified in terms of meteorological, agriculture and socio-economic conditions (Heim, 2002). From the metrological point of view drought is defined as the period of rainfall significantly less than the long term or some designated percentage thereof, or less than some fixed value. Hydrological drought refers to a rainfall deficit capable of seriously reducing runoff, stream flow and recharge of ground water. Drought can be defined as the period of abnormally dry weather sufficiently prolonged for the lack of precipitation to cause serious hydrological imbalance.

Drought affects virtually all climatic regions, but their characteristics vary significantly from region to region. More than one half of the earth is susceptible to drought each year (Kogan, 1990). Historically many of the drought-induced food emergencies in the world occurance in Africa. Since 1900 to the present,

more than half or 57 percent of the world drought events recorded by the Centre for Research on the Epidemology of Disaster in the EM-DAT have occurred in Africa (Minamiguchi, 2005). However, all areas within Africa are not equally vulnerable to drought. The sub Saharan part of the region is considered to be the most drought prone. This region is relatively drier, receiving much lower rainfall compared with the rest of the region.

In the Northern part of Kenya the abnormally prolonged lack of rains has triggered stress and livelihoods shock amongst pastoralists and agro-pastoralists due to a shortage of water and grazing (Ruto et al, 2010). The changes in weather pattern have caused serious damage to pastoral livelihoods zones causing a rise in disease amongst animals, as well as wasting and malnutrition, leading to a high mortality rate of livestock of between 40% and reaching up to 70% in some areas. This led to increased famine in the region and the pupils' education was interrupted due to hunger leading to low retention.

The disaster has also had a catastrophic impact on agriculture in the area, a sector which was already suffering before due to an unreliable water supply, recurrent pests and diseases, lack of farm inputs and support. The insufficient supply of water has led to crop failure resulting in a deficient food supply which fails to meet the demands of the greater population. The constant food shortfalls have triggered more problems related to hunger due to food insecurity in the region. The crop production has been seriously compromised by erratic rainfall and

recurrent droughts since 2003, where production fell short by 95% (Save the Children, 2011) as the region could only produce 3.4% of its estimated annual food demand. The prolonged famine has taken a toll on education as the pupils have not been able to go to school on empty stomach leading to high school dropout rate in the regions.

Drought like any other disasters will slow down progress towards the achievement of Millennium Development Goals (MDGs) (UN, 2001). Disaster-hit families often fail to send children to school (Achoka and Maiyo, 2008). Due to the worsening economic conditions of the family, parents opt to withdraw their children from school to do manual work for instance fishing or looking after cattle and doing house chores to supplement the family finances (Heavens, 2006). In Ethiopia, one of the countries hard hit by drought, children have been forced to drop out of school to move on with their flock in search of better pasture (UNICEF, 2010). This view has been shared by the Kenya Red Cross (2011) that due to drought among the pastoralist communities, school drop-outs have increased significantly with young men abandoning learning to become migrant herders. These trends have affected the retention of pupils in schools in the drought prone regions.

2.2.1 Retention of Pupils in Schools

One of the most widely used dichotomous measures in educational research and practice is retention and dropout. Typically defined as two sides of the same coin,

retention is staying in school until completion of course and dropping out is leaving school prematurely. It seems simplistic that retention and dropout are just purely opposites. However, more than three decades ago, Alexander Astin (1971) identified the dropout concept as a problem in his book *Predicting Academic Performance in College* (1971). According to Astin (1971) the term "retention" is imperfectly defined: the so-called dropouts may ultimately become non-dropouts and vice versa but there seems to be no practical way out of the dilemma: A "perfect" classification of dropouts versus non-dropouts could be achieved only when all of the students had either died without ever finishing school or had finished school.

According to the National Center for Education Statistics (2003), 23.2% of all of the 1995-96 first-time beginning students in four-year institution transferred to another institution by the end of the sixth year. This movement resulted in the six-year retention rate of 55.3% in the first institution. When considering subsequent institutions, the retention rate rose to 62.7% (NCES, 2003). It is clear that retention rates can vary depending on the perspective and time at which it is measured.

The often cited, Vincent Tinto (1987) agreed that there are limits to our understanding of student departure. The label dropout is one of the more frequently misused terms in our lexicon of educational descriptors. In fact, Tinto (1987) added that many who leave college do not see themselves as failures but

rather, see their time in postsecondary instruction as a positive process of self discovery that has resulted in individual social and intellectual maturation. John Bean (1990), agreeing with Tinto acknowledged that students who dropout might have already achieved their goals during their limited time in colleges. Hence, he suggested that neither the student nor the college should be considered failures. Retention, as he explained, needs to be further complicated to consider student educational goals. A dropout would then be defined in comparison to student outcome versus original intent. It is only when students leave college before achieving their goals that they should be labeled a dropout.

Loxley in Hussen (1985) views dropouts as those pupils who leave school before the final year of the educational cycle in which they are enrolled, which could be primary, ordinary or advanced level, or even college or university levels. Chivore (1986) views a dropout as a pupil who ceases to attend school either temporarily or permanently, before completing the given educational cycle. In almost all developing countries, low completion rates have been a subject of interest to academicians, researchers, and policy makers for a long time. According to the Poverty Status Report (PSR, 2005), the phenomenon of low completion rate continues to pose a big challenge to the successful implementation of national policies. Although the findings of various studies differ depending on the peculiar country specific situations, rural-urban divide, gender bias, and distance to school appear to be the most common elements in all the studies.

2.3 Effect of Socio-economic Factors on Pupils Retention

Socio-economic factors can be defined as .a person's overall social position to which attainments in both the social and economic domain contributes (Ainley et al., 1995). When used in studies of children's school access and attendance, it refers to the socio-economic status of the parents or family. Socio-economic status is determined by an individual's achievements in: education; employment and occupational status; and income and wealth. Poverty is the world's current greatest threat to peace and stability more than terrorism and other highly publicized struggles. According to (Sachs, 2005) more than eight million people around the world die each year because they are too poor to stay alive. Their plight is hardly articulated because the public hardly comments about it. The poorest of the poor currently stand at about one sixth of humanity. They live in extreme poverty and struggle daily for survival.

Poverty is one of the leading challenges facing the implementation and eventual realization of UPE. Over 50 % of the population in Kenya live below the poverty line. According to the UNDP 2007/2008 Human Development Report, Kenya has a Human Development Index (HDI) of 0.521 and is ranked 148th out of the 177 countries with data. In Turkana, the poorest region in Kenya, 94% of the people live in poverty (Oxfam, 2008, Kenya Integrated Household Budget Survey 2006). Consequently, school enrolment is very low. The enrolment is even lower for the children of nomadic pastoralist families. Oxfam reported that while the national

enrolment rate in 2008 was about 95%, for Turkana it was only 43% and less than 20% among the nomadic pastoralist communities.

Poverty is also rampant among communities in the semi-arid parts of the country, particularly in the lower Eastern province, Coast Province, and parts of the Rift Valley province, where families struggle to make a living from subsistence farming or from livestock herding. The combination of harsh climatic conditions and poverty has locked out over 60% of the eligible children in these areas from accessing schooling (UNICEF, 2005). Indeed, for many of the children and their families, a more pressing question is whether they will get at least one meal per day (UNICEF, 2005). Moreover, schools in these areas are far apart, poorly equipped, and poorly staffed, thus exacerbating an already bad situation.

2.4 Effect of Insecurity on Pupils Retention

Conflict is one of the most important development challenges facing the world today. Although the incidence of civil wars has decreased in recent years (Harbom and Wallensteen 2009), the legacy of conflicts among communities persists across many countries around the world, especially in Africa. The economic, political and social consequences of conflicts are immense. War displaces population, destroys capital and infrastructure, disrupts schooling, damages the social fabric, endangers civil liberties, creates health and famine crises. Almost 750,000 people die as a result of armed conflict each year (Geneva Declaration Secretariat 2008), more than 20 million people were internally

displaced by civil wars at the end of 2007 (UNHCR 2008). Any of these effects will have considerable consequences for long-term development outcomes, including the educational attainment of populations exposed to violence.

As a shock or negative trend, conflict and insecurity can affect the well-being of households and individuals. Individuals and households respond to household- and community-level shocks by drawing down sequentially on their assets to develop coping strategies. Their ability to cope is therefore largely dependent on their access to and control of assets, including social networks, and their own capabilities and agency. Households may face sequenced and composite shocks: for example, a cattle raid may be followed by the illness of a family member, reduced off-farm income employment and increases in children's school fees. Individuals will make decisions relating to investments, consumption, work and leisure, selecting the best possible mix of livelihood options to maintain current and future well-being for themselves and their household. These decisions will be constrained by imperfect knowledge and may have adverse outcomes.

Conflict presents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary education (Buckland, 2005). In fact, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai, 2008). Given that armed conflicts vary in duration, intensity and localization, educational systems may be

affected in different ways. Research has exposed many dimensions of the educational system that are negatively affected by conflict, especially with regard to existing inequalities within societies, whether by region, gender or ethnicity.

On the other hand, not every conflict-affected country is off track for achieving the Millennium and EFA goals. The World Bank has identified 13 conflict-affected countries that are on track to meet the goal of universal primary education, including Colombia, El Salvador, Kosovo and Sri Lanka (Buckland, 2005). Some international organizations see conflict as both a major challenge and a major opportunity, as the post-conflict environment may be fertile ground for substantial development (Buckland, 2005; Nicolai, 2008). In order to improve educational policy responses during and after conflict periods, it is essential to understand the complex effects of conflict on education.

Conflict affects education in many ways. Most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide (Buckland 2005). Cambodia and Somalia represent extreme cases. In the late 1970s the Cambodian educational system was left in ruins with virtually no trained or experienced teaching professionals (Buckland 2005). State collapse in Somalia coupled with targeted attacks on educational infrastructure ground the country's educational system to a halt (Abdi 1998). War and conflict also often destroy and damage schools and educational infrastructure.

The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction (Buckland 2005). Similarly, 58% of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Brück 1997). The level of destruction was even higher in Iraq, at 85% (Buckland 2005).

Schools and places of learning are often explicit targets during periods of armed conflict. In Education Under Attack, UNESCO reports that "education has been attacked in at least 31 countries in Africa, Asia, Europe and Latin America over the past three years" (2010). One of the most afflicted countries is Afghanistan, which witnessed a dramatic increase in attacks on schools, from 242 in 2007 to 670 in 2008 (UNESCO 2010). Many of the countries where education is under attack are included in the present study: Afghanistan, Burundi, Chad, Democratic Republic of the Congo, Ethiopia, Guatemala, India, Iraq, Pakistan, Somalia and Zimbabwe.

2.5 Effect of Cultural Practices on Retention

The term culture according to Ezewu (1990) was derived from the German word Kultur, which means civilization, and a cultured man was synonymous with a civilized man. One of the earliest definitions of culture was given by Tylor in 1902. According to Tylor (1902), culture is that complex whole which included knowledge, beliefs, arts, morals, laws, customs and any other capability acquired by man as a member of society. Beals and Hoijer (1959), says that "culture in its

most general application, refers to the ways of life common at any one time to all mankind".

Reuter (1950), states that "culture is the sum total of human creation, the organized result of group experience up to the present time. And all that man had made in the form of tools, weapons, shelter, and other material goods, and all that he had elaborated in the way of attitude and beliefs, idea and judgment, code and institutions, arts and sciences, philosophy and social organization." A clearer and more scientific view of the concept of culture was given by Boas (1966), showed that individual societies, each has their body of customs, beliefs and social institutions, instead of different societies having different degrees of universal culture or reaching different stages in over all cultural development. Hoebel (1958) defines "culture as the sum total of integrated learned behavior patterns which are characteristics of the member of a society and which are therefore not the result of biological inheritance". Culture is not genetically predetermined.

Another way to look at culture according to Nwabuchili and Egbue (1993), is to describe it as consisting of several although over lapping elements which are cognitive elements, beliefs, values and norms, signs and symbols.

The cognitive element of culture: these are the knowledge of the physical or social world of the individual on which the survival of the groups depends essentially. They include for example knowledge of how to obtain food and

provide shelter or protection against enemies, of the social organization of the society, and of how the social organization works. In primitive societies, this knowledge was simple and the range narrow, people learnt primarily through participation in the daily life of the group. In modern times however, as societies become more complex and the range of knowledge wider and elaborate, an individual can hardly master more than a minuscule proportion of the essential knowledge required for his survival.

Beliefs: this consists of ideas, opinion, views or assent of the mind held by individuals in a given cultural system. They may be beliefs derived from empirically tested knowledge, such as the belief that proper care and maintenance of our cars increase our safety on the road or un-testable beliefs (that is incapable of being confirmed or disproved empirically). Example where a portrait of Saint Christopher hung in the windscreen of our car in the belief that it will guide us through out the journey and protect us from any road mishap. Primarily, these beliefs arrive from our perception of the world around us and lead us into several kinds of action.

Norms and values: norms are rules governing behavior. They are standard, or criteria by which character or conduct of an individual or any societal form or function is judged. According to Johnson (1963), they are abstract patterns held in the mind that set certain limit for behavior. Norms may be classified as ‘formal

and informal'. Formal norms are those rules and regulation formally set out in legal codes by the state or in 'rules and regulation' of various clubs, societies, associations and union to the guide and regulate the conduct of the participant in the social system. Deviations from or non conformity to this type of norm often attract clearcut and predetermined penalties. Informal norms, on the other hand are such expectancies or guides to behavior that are neither formally coded nor attract clear cut and inevitable negative social sanctions when transgressed, for example, proper ways of behaving, respect to elders, kindness to people and so on.

Values are strictly psychological realities only in the human mind rather than the external objects themselves. They are essentially a matter of belief often associated with or indeed inseparable from attitude. A good example is the value of the cross to Christians. Values have scale. There are dominant values, and secondary values, higher order values and lower order values. Thus, in Igbo traditional culture, children are highly valued, but male children are valued more than the female ones. Values affect our social relationship, but more pervasive of individual behavior are moral and religious value.

Signs and symbols: a sign simply defined is a gesture expressing meaning for example, an arrow indicating direction or a serene indicating danger. A symbol on the other hand is that by which custom and convention, stands for something else,

for example a cross symbolizing the crucifixion and death of Jesus Christ, a flag symbolizing a nation or an institution, the five rings of the Olympics and so on.

Cultural factors have been found to influence access and rate of completion of basic primary school (Nguyen and Wodon, 2012). Cultural practices such as cattle rustling among the pastoralist communities and early marriages among most African communities have been found to influence the dropout rate of the pupils from schools.

The issue of child marriage is getting renewed attention among policy makers. This is in part because child marriage remains highly prevalent despite efforts by many developing country governments to discourage and even outlaw the practice (Nguyen and Wodon, 2012). It constitutes a violation of the rights of the girls who are forced to marry early, and it profoundly affects their life through substantially lower education prospects, health complications (such as vesico-vaginal fistulae, a higher likelihood of acquiring HIV/AIDS, and higher levels of infant mortality with early pregnancies), and higher risks of violence in the home as well as social exclusion.

Traditions and societal norms are major factors influencing girls' education in many African nations. The perceived ideal roles and characteristics of women and girls influence how girls and boys are socialized in the home, community and school. Parents and community attitudes are mainly influenced by traditional

beliefs regarding the ideal roles of women and girls in society such as being a wife and mother (Hari, 2011).

One particular tradition that is prevalent in Africa and South Asia is early marriage. Parents may support early marriage for young girls as a way of avoiding the risk that they might get pregnant out of wedlock and bring shame to the family. Girls are also married off so that families can benefit from the dowry which is part of the marriage ceremony in many cultures. In regards to marriage, Hari (2011) made an interesting point about the effect of cultural factors on education. He noted that the issue of marriage was also identified in some of the countries as a deterrent to girls' participation in learning process and especially of science subjects. This is because training in sciences based careers usually takes longer than Arts based careers and many parents and students were of the opinion that this delay would reduce their chances of finding husbands and make it difficult for them to bear children.

Culturally prescribed gender roles also influence occupational interest (Low et al., 2005). Many times girls develop beliefs that they cannot pursue particular occupations because they perceive them as inappropriate for their gender. Findings in the report "*Why so Few?"* show that most people do not view science occupations as directly benefiting society or individuals. "As a result, science careers often do not appeal to women (or men) who value making a social contribution.

Lloyd and Mensch (2008) find that for girls aged 15 to 24, child marriage and pregnancies directly account for between 5% and 33% of drop-outs, depending on the country. Nguyen and Wodon (2012) find that child marriage (and to a much lower extent pregnancies) account for 15% to 20% of drop-outs, which is of the same order of magnitude. In addition, Nguyen and Wodon (2012) also show that if child marriage and early pregnancies could be eliminated, this could potentially reduce the gender gap in education by about half.

Ubah (2002) revealed that some female children are given out early in marriage thereby denying them the opportunity to attend school and also the male child who marries early stop schooling to fend for the family. Robson (2004), noted that in the region of Africa particularly in rural Nigeria, child workers engaged in farming, have lower school attendance compared to their urban working peers. Moreover Ubah, (2002), asserts that the negative effect of child labour especially on the girl-child can take the form of either not being enrolled into the school, lack of concentration in the classroom, ill health or withdrawal (drop-out) from school. Robson (2004) and Ubah (2002) both stated that the effect of early marriage, farm work and other labour has effect on enrolment and retention of pupils in school.

2.6 Effect of Geographical Factors of Pupils' Retention

Where you live and where you come from can be very important influential factors in many life decisions and events (Tinto, 2004). This notion could be also true for primary school pupils living in the drought prone areas. Location could be a driving force when pupils are considering whether or not to enroll in school and also whether or not to persist in school. For many moderately selective public primary schools located in arid and rural areas, geographic restriction remains a concern for enrollment administrators. The effect of geographic factors on retention is a commonly discussed issue. It is often speculated that geographic characteristics of both rural-based schools and pupils influence persistence, particularly pupils coming from far off distance from schools.

Studies and literature investigating the influence of geographic characteristics on persistence are limited. Geographic factor was not part of the 40 variables in the comprehensive literature review on studies of first-year persistence conducted by Ishler and Upcraft (2005). Recent studies on the effect of geographic characteristics on persistence apparently lag behind or are even overlooked. Such studies were rarely conducted in rural-based institutions within their unique geographic context because of lack of information and research effort, important questions remain unanswered regarding the relative success of rural colleges. The lack of studies on geographic locations illustrates an area that is in need of research and from which much can be learned. Such studies would address the

concerns and problems facing many of the arid area children. This study intends to meet the need for in-depth retention research (Castaneda, 2002).

2.7 Literature Review Summary

The reviewed literature highlighted the various factors that affect retention of pupils in schools where the indicators of retention were found to include repetition rate, dropout rate and completion rate. The reviewed literature highlighted the effect of drought on the retention of pupils where it was found that drought caused high dropout of pupils of upto 50 per cent. Some of the factors associated with drought that were found to influence the retention of pupils were poverty which was mainly the economic status of the parents. Other factors were insecurity such as conflicts due to scarce resources and wars. Finally the cultural practices such as the forced early marriages which resulted into girls dropping out of school. However, these studies were mainly done in other countries mainly in the Asian countries which the setup may be different from that of Turkana Central division. The study seeks to determine the factors influencing retention of pupils in public primary schools in drought prone areas.

2.8 Theoretical Framework

This study will be guided by the theory of socialist economics of education, a theory that was propounded by a French writer and historian called Louis Blanc. The theory underscores the need to create an economy that redistributes resources from the rich to the poor so as create equality of well-being (Selowsky, 1979). According to the socialist economics of education theory, government policies

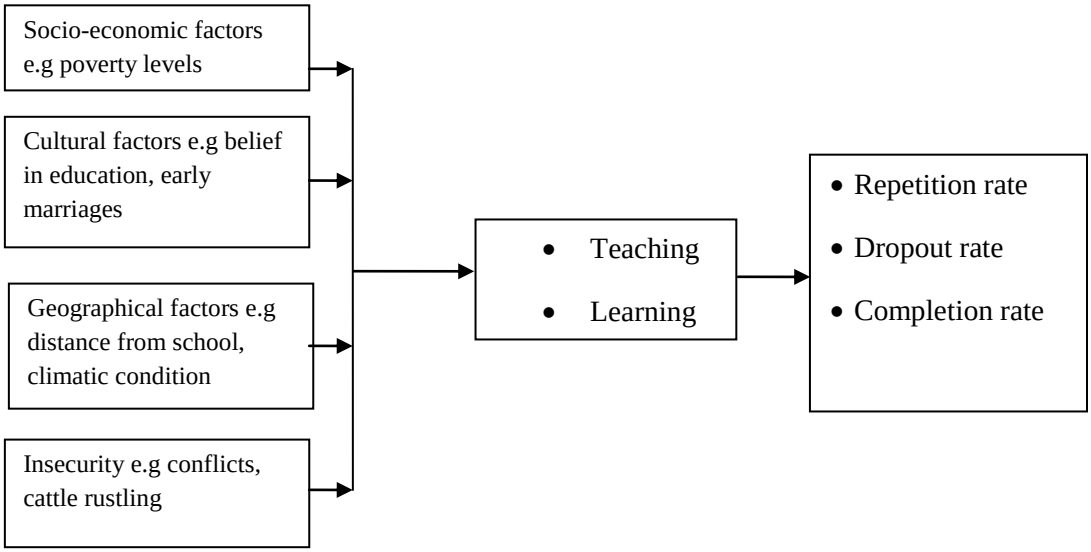
aimed at alleviating the suffering of the communities in the drought prone areas like the provision of meals in school, abolution of school fees, creation of boarding schools and mobile schools can help enhance the retention pupils in schools. Otherwise, if all the regions were treated as equal only those children in the well endowed areas will enroll and be retained in school. Under such circumstances, inequalities would be perpetuated. In this particular study, if the intervention of the government are successfully implemented such that the learning process is not interfered with due to the effects of the drought, the Lorenz curve will not show a lot of sagging, an implication of retention of pupils.

However, in the event of lack of government interventions and the residents meet the full brunt of the effect of drought, the sagging will be distinct; implying the presence of drop out of pupils. The enhanced retention of pupils on the other hand helps redistribute income and to raise the incomes of the poor. As a consequence of these, an equitable society is created.

2.9 Conceptual Framework

The following is a conceptual framework of the proposed study;

Figure 2.1: How Drought affects retention of Pupils in Primary Schools



This study was based on the concept that the retention of the pupils in school is influenced by factors such as socio-economic, cultural, geographical and security factors. When the pupils come from poor backgrounds it is highly likely that they will not remain in school on many occasions, their schooling will be interrupted with the urge to help their family through child labour. Strong cultural beliefs for instance the belief that girls should be married off to earn wealth, increase the chances that the girls will drop out of school. Further, the belief that the only way to acquire wealth is through cattle rustling will make school going children to abandon learning for the practice especially the boys.

In most of the ASAL areas as Turkana, children have to travel long distances to access schools. This may influence the retention of the children in schools as most

children may not be able to cover long distances on a daily basis to school. Finally, due to insecurity resulting from rampant cattle rustling in the regions and constant conflicts due to scramble for the scare resources, most pupils always find themselves displaced from their homes and cannot therefore attend school.

However, the interventions by the government through various policies such as the school feeding programme and boarding schools will enhance the retention of pupils in schools as the learning process will not be interrupted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that was used in conducting the study. It is organized into the following sub-headings: introduction research design, target populations, sample frame and size, data collection, data analysis and expected outcome.

3.2 Research Design

The study applied descriptive survey research design. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research. It is an excellent vehicle for the measurement of characteristics of large population (Orodho, 2003). It maintains a high level of confidentiality, it is convenient and enables data to be collected faster, enables questions to be asked personally in an interview or impersonal through a questionnaire about things which cannot be observed easily. It also gives the study an opportunity to get accurate view of response to issues as well as test theories on social relationship at both the individual and group level (Kothari, 2003). Descriptive design is appropriate for the study because it enables the collection and analysis of both qualitative and quantitative data.

3.3 Target Population

The target population was all the pupils and teachers in public primary schools in Turkana Central Division. Turkana Central Division was divided into two zones namely Kanamkemer and Kawalase. According to the District Education Office 2013, there were 14,945 pupils and 255 teachers from 22 primary schools in the division.

3.4 Sample Size and Sample Procedures

The study sampled all the public primary schools in the division due to the manageability of the population size. The study used stratified simple random sampling to select 308 pupils (from the 22 sampled schools) fourteen from each school and 66 teachers. The schools provided the data from which the samples were drawn using simple random sampling. The sample size was 374 respondents. This was arrived at using the formula as proposed by Borg and Gall (2003).

$$s = X^2NP(1- P) \div d^2 (N -1) + X^2P(1- P).$$

Where:

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Therefore:

$$(3.841)^2(16{,}059)(0.5)(1-0.5) \div 0.05^2\,(16{,}059-1) + (3.841)^2\,0.5(1-0.5)$$

$$= 375.$$

The table below presents the summary of the sample size

Table 3.1

Sample Frame

Category	Population	Sample Size	Percentage
Pupils	14,945	308	308/14,945 x 100 = 2
Teachers	255	66	66/255 x 100 = 26
Total	**15,200**	**374**	**374/15,200 x 100 = 2**

3.5 Research Instruments

The study used structured questionnaires to collect data. Questionnaires were made for each and every category of respondents. The questionnaires sought to address the objectives of the study. Mugenda and Mugenda (2003) observes that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear.

3.6 Instrument Validity

Validity is the degree to which a test measures what it purports to measure (Borg and Gall 2003). Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda, Mugenda, 2003). In this study, content validity was determined by consulting the expertise of the supervisors. These experts looked at every question in the questionnaire and do their own analysis to ascertain that the questions answer research objectives of the area under study. Recommendations from the experts was taken into consideration in order to improve the instruments.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). Pilot study was done and repeated after one week to show the reliability of the instruments. This yielded two scores for each person and the correlation between these two sets of scores is the test-retest reliability coefficient. The reliability coefficient is determined by the following formula:

$$R = \frac{\sigma_t^2}{\sigma_t^2 + \sigma_e^2}$$

Where R is the reliability coefficient

σ_t^2 is the variance in the data scores

σ_e^2 is the error variance

Analysis and interpretation of pilot study's data was done to establish whether the instruments can be depended on for the study. The study used the Cronbach's Alpha test to test the reliability of the instruments reliability. According to the reliability test the Cronbach's Alpha coefficient was 0.701. The recommended reliability coefficient is any value between 0.7 and above. The instruments were therefore considered reliable.

3.8 Data Collection Procedures

A permit that authorized data collection was applied for and obtained from the National Council for Science and Technology (NCST). A copy of the permit was given to the District Education Officer, Turkana Central district. The researcher then booked appointments with the head teachers of the sampled schools and notified them of the mission and purpose of the study. The researcher personally made familiarization visit to the sampled schools on the appointed days and dates to deliver and administer the questionnaires to the teachers and students. The researcher self administered the questionnaires to clarify any question not clear to the respondents.

3.9 Data Analysis Techniques

Data was edited to identify and eliminate errors made by respondents. Coding was then done to translate question responses into specific categories. Descriptive statistics such as frequency distribution and percentages were used to analyse the

data. Qualitative data was analysed using content analysis in which all the responses were categorized according to their thematic areas and analysed according to their contents. Presentation was done on tables, figures and charts. Statistical Package for Social Sciences (SPSS) software was used to aid in the analysis of data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the data starting with the presentation of the demographic information. The second section presents the findings on the effect of socio-economic factors on pupils retention in schools. The third sections presented and discusses the findings on the influence of culture on retentions followed by the effect of geographical factors on the retention of pupils. Finally, the findings on the influence of security on the pupils on retention of pupils in school in the drought areas. The presentations were done based on the research questions which formed the sub-headings in the chapter.

4.2 Questionnaire response rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study out of 66 teachers sampled, 56 (84.8%) returned the questionnaires. Out of 308 pupils whom questionnaires were issued to, all or an equivalent of 100% returned their questionnaires.

4.3 Demographic information

This section presents the demographic information of the respondents in the study. The demographic information for the respondents focused on gender, education, teaching experience, and the class of the pupil respondents. The findings of the study are presented in the subsequent sections.

Table 4.1 Distribution of Teachers by gender

Gender	Frequency	%
Male	27	48.2
Female	29	51.8
Total	**56**	**100.0**

According to the results of the study presented in Table 4.1, most of the teachers were female (51.8%). The findings may indicate that there are slightly more female in the teaching profession than male.

The study sought to establish the highest academic qualification of the teacher respondents. The results are presented in table 4.2.

Table 4.2 Distribution of Teachers by Level of Education

Level of Education	Frequency	%
KCSE	23	41.1
Diploma	21	37.5
Bachelors degree	12	21.4
Total	**56**	**100.0**

The results of the study show that 41.1% of the teacher respondents have form four certificates while 37.5% have diploma certificates.

Respondents were asked to indicate how long they have taught in the current schools. The results are presented in table 4.3.

Table 4.3 Distribution of Respondents by Teaching Experience

Experience	**Frequency**	**%**
Less than 5 years	28	50.0
5-10 years	16	28.6
Over 10 years	12	21.4
Total	**56**	**100.0**

The study established that most of the teacher respondents (50%) have been in their current school for less than 5 years. The results show that 28.6% of the teacher respondents have been teaching in their current schools for between 5 and 10 years. This could be interpreted to mean that most of the teachers have been in their current institutions long enough to understand the problems faced by the pupils in these regions.

4.4. Influence of Socio-economic Factors on Pupils' Retention in School

In this section the study sought to determine the socio-economic factors influence on the retention of pupils in schools. The findings are presented in the subsequent sections.

4.4.1 Occupation of the Pupils' Parents

The student respondents were asked to indicate their parents occupation. Table 4.4 shows the results.

Table 4.4: Occupation of the Pupils' Parents

Occupation	Frequency	%
Pastoralist	105	34.0
Employed	154	50.0
Fisherman	30	9.7
Farmer	19	6.1
Total	**308**	**99.7**

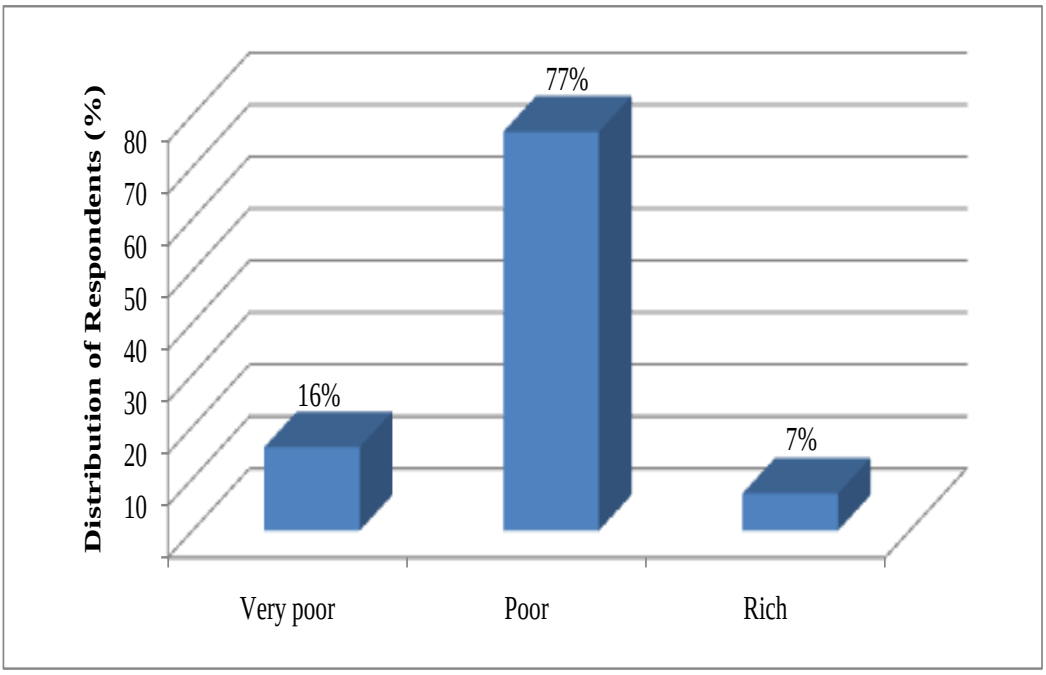
From the study findings, 50% of the pupil respondents' parents were employed. The findings further show that 34% of the respondents' parents were pastoralists. The findings may be interpreted to mean that even though half of the parents are

employed, the other half are agriculturalists. This shows why the region is an emergency area because the economy here is largely dependent on agriculture which is likely to fail due to drought.

4.4.2 Economic Status of the Parents

The study sought to determine the economic status of the parents. The finding are presented in Figure 4.1.

Figure 4.1: Economic Status of the Parents



According to the study findings, majority of the teacher respondents (77%) described the parents as poor. These findings of the study may be interpreted to mean that majority of the families in Turkana Central are categorized as poor. The findings confirm the Kenya Integrated Household Budget Survey (2006) and

Oxfam (2008) Turkana has the highest level of poverty in the country as it is ranked 47th county nationally with a 94.3% poverty level.

4.4.3 Economic Status of Parents Influenced Retention of Pupils

The study sought to determine the economic status of the parents had any influence of the retention of pupils in schools. The findings are presented in Table 4.5.

Table 4.5: Economic Status of Parents Influenced Retention of Pupils

Category	Frequency	%
Yes	52	92.9
No	4	7.1
Total	**56**	**100.0**

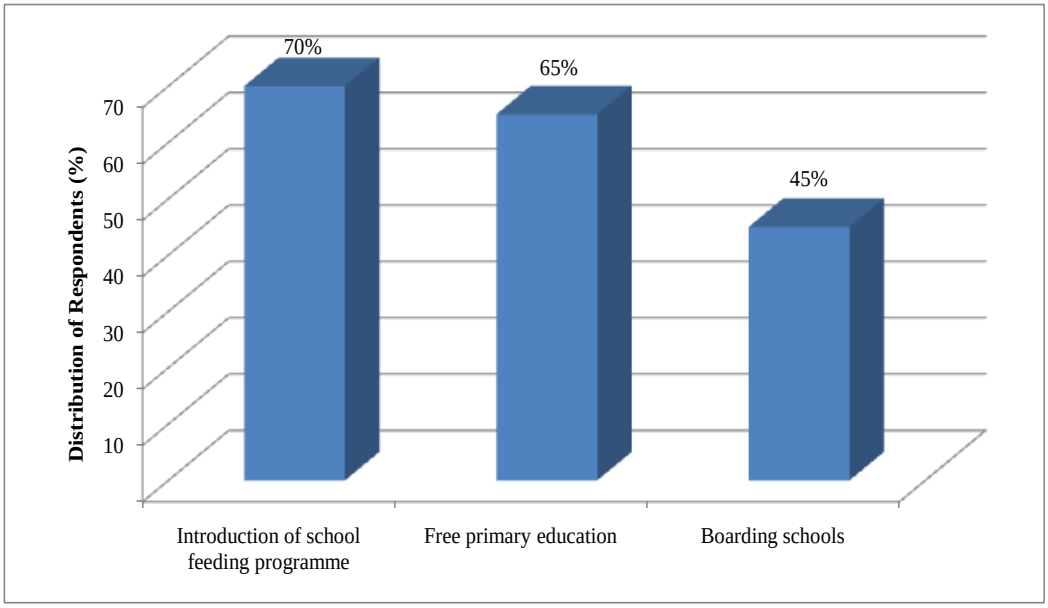
The results of the study show that 92.9% of the respondents indicated that indeed the economic status of the parents influenced the retention of the pupils. The respondents explained that due to poverty, the parents are not able to provide for their childrens' needs fully and this makes them drop out of school. The respondents further explained that poverty has not made the pupils to concentrate in their studies. The respondents explained that pupils stay at home to look for food to sustain them. As a result the pupils will not come to school but engage in

activities that will either generate income or get them some food. These findings confirm the report by Oxfam (2008) on *Education for All in Turkana* that the pupils' enrolment in schools are affected by hunger and especially those of the pastoralist communities due to the fact that they are lowest ranked in terms of poverty levels in the country. Oxfam report notes that the enrolment rate of Turkana is 43% against the national 95% which is an indication that the economic status of the parents indeed affect the retention rate of the pupils in primary schools. The study findings also confirm the report by UNICEF (2005) that a combination of harsh climate and poverty has locked out over 60% of the eligible children from accessing schooling.

4.4.4 Measures to improve Economic Status of Parents

The respondents were asked to state what should be done to improve the economic status of the parents and improve pupils' retention in school. The findings are presented in Figure 4.2.

Figure 4.2: Measures to improve Economic Status of Parents



The study findings revealed that 70% of the respondents indicated that the government has introduced school feeding programme in public primary schools to lessen the burden of parents by at least providing meals to pupils in schools. The results further show that 65% of the respondents indicated that the introduction of free primary education improved the parents' economic status because they no longer need to pay anything to retain their children in school. According to 45% of the respondents, the introduction of boarding schools in the region improved the economic status as the children are kept in school and the parents do not have to worry on what they will eat nor wear.

4.5 Influence of Culture on Retention of Pupils in Primary Schools

In this section the study sought to establish the influence of culture on the retention of pupils in primary schools. The findings are presented in the subsequent sections.

4.5.1 Cultural Factors affecting Education

The respondents were asked to indicate the extent to which they believed the statement regarding cultural practices of the Turkana people influenced the retention of pupils in schools. The findings are presented in Table 4.6

Table 4.6: Cultural Factors affecting Education

	Strongly agree		**Agree**		**Neutral**		**Disagree**		**Strongly disagree**	
Category	F	%	F	%	F	%	F	%	F	%
Education is not a priority	11	19.6	17	30.4	4	7.1	13	23.2	11	19.6
Having large herd of cattle is seen as a success	30	53.6	15	26.8	5	8.9	6	10.7	0	.0
Women believed to be home makers and should not get education	11	19.6	22	39.3	3	5.4	6	10.7	14	25.0
Girls are a source of wealth to parents therefore married off at early age	24	42.9	16	28.6	2	3.6	7	12.5	7	12.5

The study findings show that most of the respondents (50%) agreed that education is not a priority among the Turkana people. The study findings show that 42.8% of the respondents did not agree that education is not a priority. The study also

show that 80.4% of the respondents agreed that having a large herd of cattle is seen as a success. According to 58.9% of the respondents, women are believed to be home makers and therefore should not get education. The study further established that according to 71.5% of the respondents, the girls are a source of wealth to parents and are therefore married off at early age. These findings may be interpreted to mean that the Turkana culture affect negatively the retention of pupils in school. These findings agree with Hari (2012) Traditions and societal norms are major factors influencing girls' education in many African nations. The perceived ideal roles and characteristics of women and girls influence how girls and boys are socialized in the home, community and school. Parents and community attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society such as being a wife and mother. The findings of the study also confirm the views of Nguyen and Wodon, (2012) that Cultural factors have been found to influence access and rate of completion of basic primary school. The findings of the study agree with Ubah, (2002) who asserted that the negative effect of cultural practices such as the child labour especially on the girl-child can take the form of either not being enrolled into the school, lack of concentration in the classroom, ill health or withdrawal (drop-out) from school.

4.5.2 Cultural Practice Influence Retention of Pupils in School

The study sought to determine the extent that culture such as early marriages and cattle rustling influenced retention of pupils in schools. The findings are presented in Table 4.7.

Table 4.7: Cultural Practice Influence Retention of Pupils in School

Category	N	%
No extent	3	5.4
Small extent	9	16.1
Moderate extent	7	12.5
Large extent	23	41.1
Very large extent	14	25.0
Total	**56**	**100.0**

According to the findings of the study, 66.1% of the respondents indicated that to a large extent such cultural practices as early marriages and cattle rustling have influenced the retention of pupils in schools in Turkana. Asked to explain, respondents indicated that raids scare away the people and children because in the affected areas the schools are always closed due to insecurity purposes. The respondents also explained that the community see marriage as a source of wealth

in the bride price and therefore the parents marry off their school going girls leading to dropout. The respondents explained that the boys are taken to be warriors thereby interfering with their schooling.

The respondents were asked to indicate what the government had done to enhance the retention of pupils in school. According to four respondents, the government by establishing boarding schools has ensured that the learning process is never interrupted by such practices as cattle rustling. The government according to three respondents has established mobile schools in which the learners can continue with education where they are. The respondents also indicated that through Barazas, the government has been sensitizing the community on the importance of taking children to school. The findings of the study support Low et al., (2005) who noted that culturally prescribed gender roles also influence occupational interest. He noted that many times girls develop beliefs that they cannot pursue particular occupations because they perceive them as inappropriate for their gender. These support the views of Robson (2004) and Ubah (2002) both stated that the effect of early marriage, farm work and other labour has effect on enrolment and retention of pupils in school.

4.6 Geographical Factors Influenced on Retention of Pupils in Schools

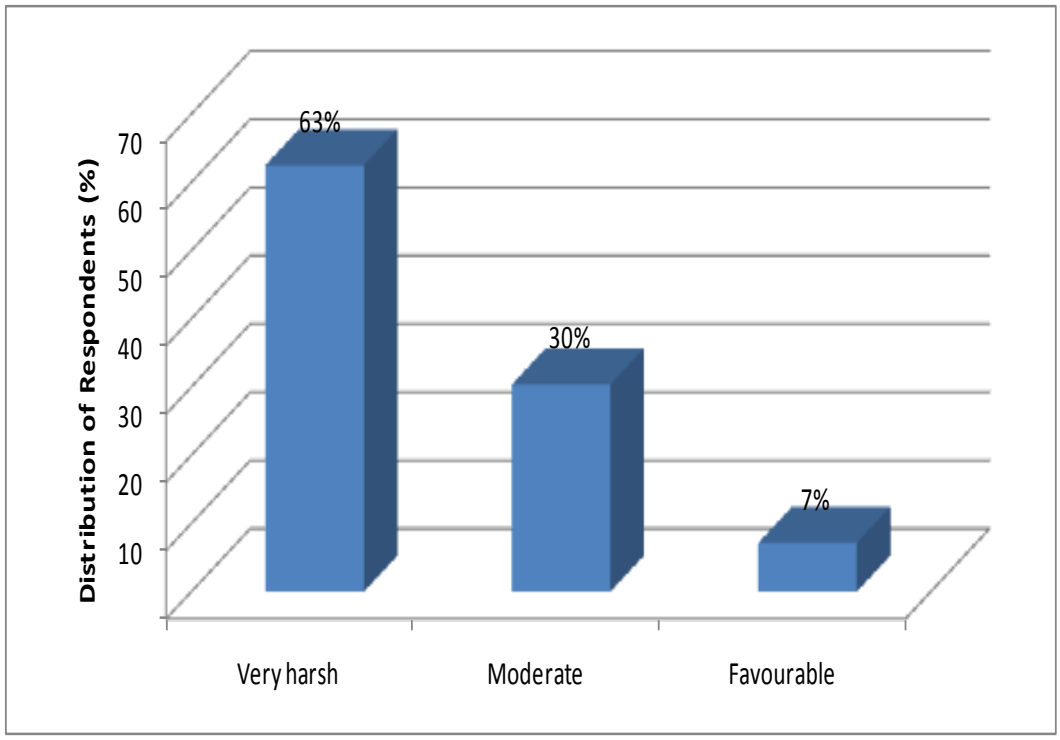
In this section the study sought to determine how the geographical factors such as the climatic conditions and distance from school have influenced the retention of

pupils in primary schools in Turkana Central. The findings of the study are presented in subsequent sections.

4.6.1 Climatic Condition of Turkana

Respondents were asked to describe the climatic condition of Turkana Central. The findings are presented in Figure 4.3

Figure 4.3: Climatic Condition of Turkana



The study findings show that majority of the respondents (63%) described the climate as very harsh. This could be interpreted to mean that the climate in Turkana Central is harsh. The study finding agrees with Tinto (2004) that the geographical factors are a major influence of the pupils living in arid areas.

4.6.2 Distance Travelled to School from Home

The student respondents were asked to indicate how far they travelled to school from home. The findings are presented in Table 4.8.

Table 4.8: Distance Travelled to School from Home by Students

Category	**N**	**%**
Very far	179	57.6
Near	130	42.4
Total	**308**	**100.0**

The study show that 57.6% of teacher respondents indicated that the school was located very far away from home.

Table 4.9: Distance Travelled to School from Home

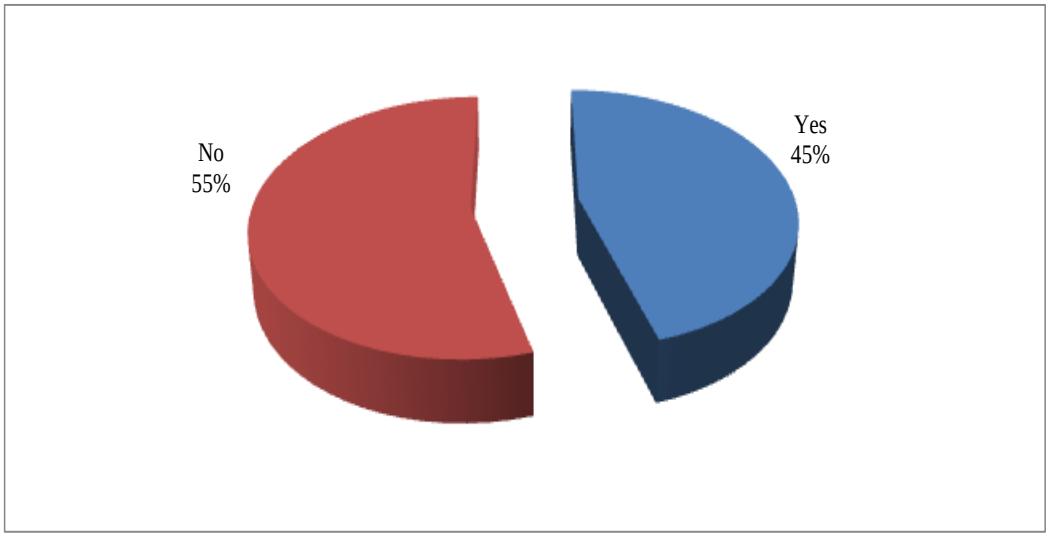
Category	N	**%**
Long distance	34	60.7
Short distance	22	39.3
Total	56	100.0

These sentiments were echoed by 60.7% teacher respondents who indicated that pupils travelled long distance to school. These findings may be interpreted to mean that to a large extent, the pupils travelled long distances to school which is a challenge to retention as some pupils drop out of school due to distance.

4.6.3 Arrive on Time for Classes

The study sought to establish whether the pupils arrived in school on time for classes. The findings are presented in Figure 4.4.

Figure 4.4: Arrive on Time for Classes



According to the findings of the study, 55% of the respondents indicated that the pupils were unable to arrive in school on time for classes. This may be interpreted to mean that the distance from school affected the learning process of most pupils.

4.6.3: Distance Travelled to School Affect Schooling

The pupil respondents were asked to indicate whether the distance from school affected their schooling. The findings are presented in Table 4.10.

Table 4.10: Distance Travelled to School Affect Schooling

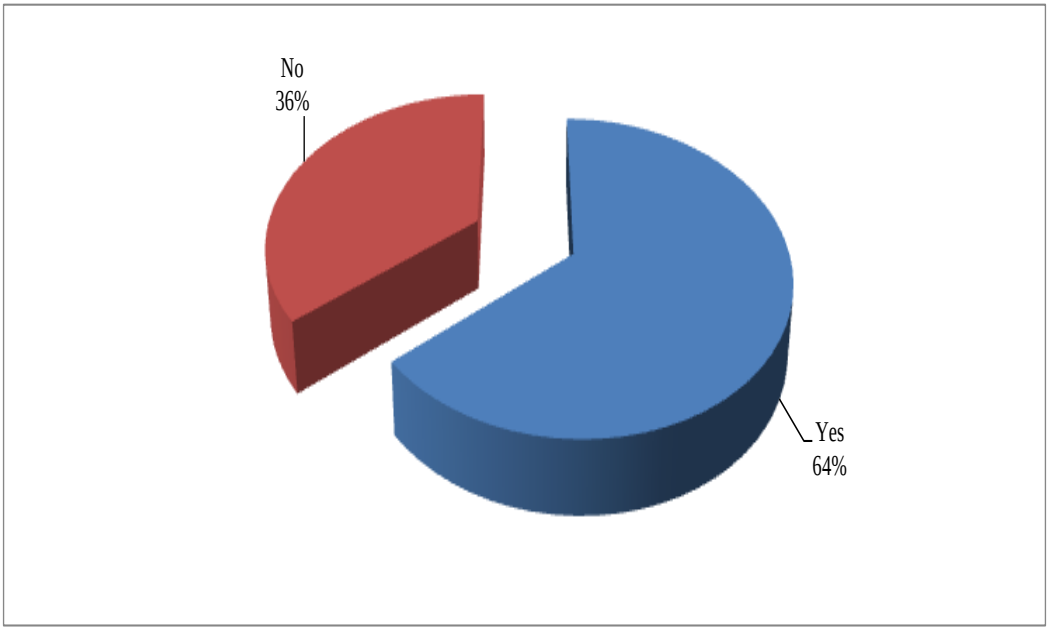
Category	N	%
Yes	140	45.3
No	169	54.7
Total	**308**	**100.0**

The study findings revealed that most of the respondents (54.7%) indicated that the distance travelled had no influence on their schooling while 45.3% indicated that the distance affected their schooling. This may be interpreted that distance travelled had a significant influence on the pupils schooling.

4.6.4 Geographical Factors Influence Retention of Pupils in School

The study sought to determine whether the geographical factors influenced the retention of pupils in schools. The findings are presented in Figure 4.5.

Figure 4.5: Geographical Factors Influence Retention of Pupils in School



Majority of the respondents (64%), the geographical factors such as distance travelled to school and harsh climate influenced the retention of pupils in school. However, 36% of the respondents indicated that distance travelled to school and harsh climate had no influence on the retention of pupils in school. Asked to explain their answers, respondents indicated that due to the geographical factors, they had no classes in the afternoon as the students are unable to concentrate in class. Respondents also explained that due to the geographical factors, some pupils are forced to drop out of school as they have to endure hardship to attend school.

Asked to indicate what the government has done to alleviate this problem, respondents indicated that the government is advocating for the construction of

more primary schools in the region at least in every sub location to have at least two schools. The respondents also indicated that the government has provided mobile schools which have alleviated to some extent the problem of travelling long distance to school. The respondents also indicated that the government has encouraged the establishment of boarding schools.

These findings of the study confirm the views of Ishler and Upcraft (2005) that the geographic characteristics affects the persistence of the pupils to remain in school. This according to them (Ishler and Upcraft) has had a negative influence on the retention of the pupils in schools as most of the pupils will opt out of school.

4.7 Influence of Insecurity on Pupils Retention in Primary Schools

In this section the study sought to establish the influence of insecurity of pupil retention in primary schools in Turkana Central. The findings are presented in the subsequent sections.

4.7.1 Types of Insecurity in Turkana Central

The study sought to determine the kinds of insecurity in Turkana Central. The findings are presented in Table 4.11.

Table 4.11: Types of Insecurity in Turkana Central

Category	N	%
Cattle rustling	43	76.8
Tribal clashes	4	7.1
Other forms of crimes	9	16.1
Total	56	100.0

The results of the study show that the leading cause of insecurity in Turkana Central is cattle rustling according to 76.8% of the respondents.

4.7.2 Displaced by Conflict

The student respondents were asked to indicate whether they have ever been displaced by cattle rustling at any one time. The findings are presented in Table 4.12.

Table 4.12: Have Been Displaced by Conflict

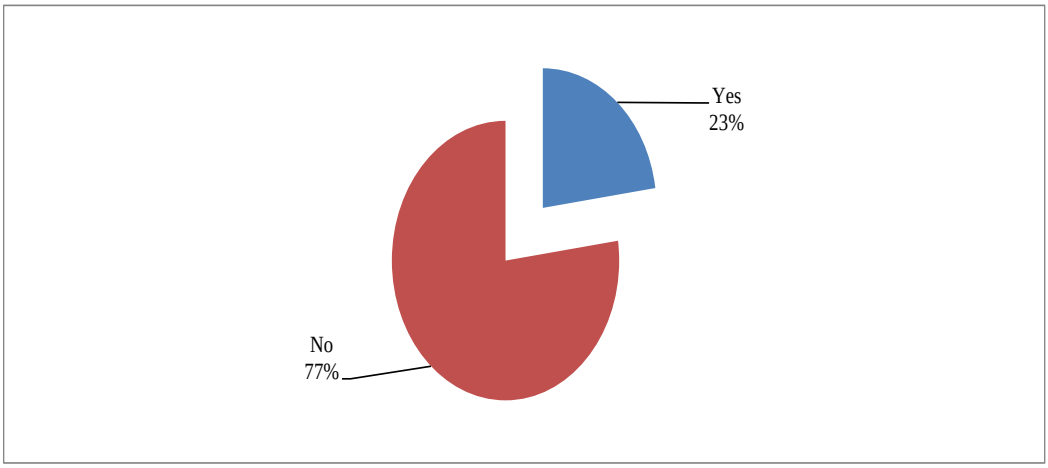
Category	N	%
Yes	94	30.4
No	215	69.6
Total	**308**	**100.0**

The study results show that majority of the respondents (69.6%) have never been displaced by conflicts. The findings may therefore be interpreted to mean that to a large extent, many have never been displaced by conflict. The findings in this study contradict the study findings by Harbom and Wallensteen (2009) who noted that war displaces people, destroys capital and infrastructure and disrupts schooling, damages the social fabric, endangers civil liberties, and creates health and famine crises.

4.7.3 Insecurity Affected Retention of Pupils

The study sought to determine whether insecurity had affected the retention of pupils in schools. The findings are presented in Figure 4.6.

Figure 4.6: Conflict Affected Schooling



Asked to indicate whether the conflict affected their schooling, 77% of the respondents indicated that the conflict did not affect their schooling in any way.

The findings may therefore be interpreted to mean that despite the conflict most pupils would continue with their schooling.

Table 4.13: Conflict Affected Retention of Pupils

Category	Frequency	Percent (%)
Not at all	11	19.6
Slightly	24	42.9
Very much	21	37.5
Total	**56**	**100.0**

The teacher respondents were asked to indicate whether insecurity had affected the retention of pupils in school. According to the findings presented in Table 4.13, 42.9% of the teachers indicated that conflict had affected retention of pupils in schools slightly while 37.5% of the respondents indicated that it had affected the retention of pupils in schools very much. The findings of the study may therefore be interpreted to mean that conflict in the region affected the retention of pupils in schools. The findings of the study agree with Backland (2005) who noted that Conflict presents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary education.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the factors influencing retention of pupils in public primary schools in drought prone areas of Turkana Central Division in Turkana Central District. Research question one sought to examine the influence of socio-economic factors on the pupils in primary school. Research question two aimed at establishing the influence of culture on the retention of pupils in primary schools. Research question three sought the influence of geographical factors on retention pupils in primary schools. Research question four aimed at determining the influence of insecurity on the pupils retention in primary schools.

The study used descriptive survey design in which it targeted 308 pupils and 66 teachers in Turkana Central Division in Turkana Central District out of which 364 comprising of 308 pupils and 56 teachers responded by completing the

questionnaire and returning. The data was collected by use of questionnaires. Data was analysed both qualitatively and quantitatively.

5.3 Summary of findings

The study established that majority of the respondents (50%) were employed while 34% were pastoralists. The study however show that majority of the respondents (92.9%) described their parents as poor. The government has however, tried to alleviate this poverty by the introduction of free primary school (65%), school feeding programme (70%) and sinking of boreholes (45%).

The study established that according to 50% of the respondents, education was not a priority while such factors as having a large herd of cattle was what was seen as a success and women were believed to be home makers who do not deserve to be educated.

This influenced the retention of pupils in primary schools. The study also established that most of the students travelled long distances to school which made a number of them (55%) arrive late for classes.

The geographical factors affected the retention of majority of the students (64%). The study established that the prevalent type of insecurity (76.8%) that was found in Turkana Central Division was cattle rustling. The majority of the respondents (69.6%) have however not been displaced due to the conflict in the region.

The study also established that according to 77% of the respondents the insecurity has not had effect on the schooling of the pupils. However, in the long run effect, respondents indicated that insecurity affected the retention of pupils in schools in Turkana Central District.

5.4 Conclusion

Based on the findings of the study, it is concluded that poverty in the region is a major impediment to the retention of pupils in schools as the pupils are involved in child labour to supplement what the parents have brought home. This has disrupted the schooling of many pupils in the region as the children are always in and out of the school before eventually dropping out of school. The study concludes that the cultural factors such as early marriages, cattle rustling among others have contributed to the poor retention of pupils in primary schools in Turkana Central Division. The study also concludes that the perception that girls are not meant to receive education has contributed to the low enrolment of girls in the region.

The researcher also concludes that the students travel long distances to school of a harsh environment and on an empty stomach has influenced the retention of pupils in primary schools in the region. The long distances that the students travelled made them arrive for classes late which may have a negative impact on their learning. This negatively affects the retention of the pupils in school.

Insecurity affected the retention of the pupils in school. This was however to a small extent as not many pupils and teachers were displaced as a result of the conflict. However, the effect of the conflict on the retention of pupils was found to be of significance.

5.5 Recommendations

Based on the findings of the study, the following were the recommendations made:

i. The study established that the socio-economic factors influenced the retention of pupils in schools. The study therefore recommends that the government should empower the parents by introduction of the irrigation agriculture where the households will be self reliant in terms of food production and may reduce reliance on the donor based school feeding programme.

ii. The study also found that cultural factors influenced the retention of children in schools in Turkana. The study recommends that through sensitization, the community should be educated to shun such practices that undermine education such as early marriages and cattle rustling.

iii. The findings of the study revealed that the geographical factors such as distance from school influenced the retention of pupils in schools in Turkana Central. The study therefore recommends that the communities in Turkana

Central Division should be educated on the importance of taking their children to school and why all children are equal despite their gender differences.

iv. The study further recommends that the government should construct more schools so that the children should access schools without traveling long distances. This may be done through the Constituency Development Fund and other donor interventions.

v. The study also recommends that more mobile schools should be established to ease the agony of having to travel long distances to school by pupils some of them very young to cover long distances.

vi. The study established that security negatively influenced the retention of pupils in schools in Turkana. The study therefore recommends that the government should ensure that security in the region is beefed up such that the lives of the people of Turkana Central is not threatened and learning to take place uninterrupted.

5.6 Recommendation for Further Studies

This study was done on schools in Turkana Central Division, Turkana Central District only. The study recommends that:

a) Similar studies should be replicated in other regions in Kenya especially in the drought prone areas with the aim of establishing the factors affecting retention of pupils in primary schools.

b) The study mainly focused on socio-economic factors, cultural factors, geographical factors and insecurity. However, the study recommends that other variables which affect the retention of pupils in the drought prone areas should be investigated.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,
Dept of Educational, Administration &
Planning,
P.O. Box 30197 – 00100,
Nairobi.

Date: 23/5/2013.

The District Education Officer,
P.O Box_____
Turkana Central District.

Dear Sir/Madam

REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (Med) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting for your participation in a study that examines "**The Factors Influencing Retention of Pupils in Public Primary Schools in Drought Prone Areas of Turkana Central Division".** Please fill in the questionnaires.

Your cooperation will be appreciated.

Yours sincerely,

Margaret A. Omondi

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Instructions

- ❖ Please respond to the items given in this scale as honestly and accurately as possible.
- ❖ All your responses will be treated as confidential and will be used for research purposes only
- ❖ Please read each statement carefully and tick (√) against the appropriate answer.
- ❖ Fill in the blank spaces with correct information.

Part A: Background Information Facilitators

1. What is your gender? Male [ ] Female [ ]
2. What is your highest academic qualifications?

   KCSE [ ] Diploma [ ] Bachelors Degree [ ]

   Master Degree [ ]

3. How long have you taught in your current school?

   Less than 5 years [ ] 5-10 years [ ] Over 10 years [ ]

Part B: Socio-economic Factors

4. How would you describe the economic status of the parents in your school? Very poor [ ] Poor [ ] Rich [ ]

   Very rich [ ]

5. Has the economic status of the parents had any influence of the retention of the pupils in school? Yes [ ] No [ ]

6. Explain your answer_____

   What has been done to improve the economic status of the parents and improve pupils' retention in school?

   Introduction of school feeding programme [ ]

   Free primary education [ ]

   Others (specify)_____

Part C: Cultural Effect

7. To what extent do you believe with the following statement with regard to the cultural practice of the Turkana people with regard to education? This should be done on a five point scale where 1 = Strongly agree (SA), 2 = Agree (A), 3 = Neutral (N), 4 = Disagree (D) and 5 = Strongly disagree (SD).

	SA	A	N	D	SD
Education is not a priority					
Having large herd of cattle is seen as a success					
Women are believed to be home makers and there should not get education					

Girls are a source of wealth to parents and are therefore married off at early age					

8. To what extent has culture such as early marriages and cattle rustling influenced the retention of pupils in schools?

   No extent [ ] Small extent [ ] Moderate extent [ ] Large extent [ ] Very large extent [ ]

9. Explain your answer_____

10. What has the government done to enhance the retention of pupils in school with regard to culture_____

_____

Part D: Geographical Factors

11. How would you describe the climatic condition of Turkana Central?

    Very harsh [ ] Moderate [ ] Favourable [ ] Very good [ ]

12. How far do the pupils travel to school?

    Long distances [ ] Short distances [ ]

13. Do they arrive on time for classes? Yes [ ] No [ ]

14. Has the geographical factors influenced the retention of the pupils in schools? Yes [ ] No [ ]

15. Explain your answer_____

16. What has the government done to address this challenge?

_____

Part E: Insecurity

17. What kinds of insecurity exist in the area? Cattle rustling [ ] Tribal clashes [ ] Others (specify)_____

18. Has the insecurity affected the retention of pupils in the school?

Not at all [ ] Slightly [ ] Very much [ ]

19. Explain your answer_____

What measures have been taken by the government to address the problem of insecurity and pupils' retention in school

_____

APPENDIX III: QUESTIONNAIRE FOR PUPILS

Instruction

- ❖ Please respond to the items given in this scale as honestly and accurately as possible.
- ❖ Please read each statement carefully and tick (√) against the appropriate answer.
- ❖ Fill in the blank spaces with correct information.

1. Which class are you? Std 6 [ ] Std 7 [ ] Std 8 [ ]
2. What is the occupation of your parent(S) Pastralist [ ] Employed [ ] Fisherman [ ]
3. How far is the school from home? Very far [ ] Near [ ]
4. Does the distance from school affect your schooling? Yes [ ] No [ ]
5. Do you plan to continue with schooling to completion? Yes [ ] No [ ]
6. If no, what are the reasons? _____
7. Do you have any of your siblings out of school? Yes [ ] No [ ]
8. What is the reason for them not being in school? _____
9. Have you ever been displaced due to conflict? Yes [ ] No [ ]
10. Did this affect your schooling? Yes [ ] No [ ]

APPENDIX IV: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/883**

Date: **30th May 2013**

Margaret Achieng Omondi
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **23rd May 2013** for authority to carry out research on "***Factors influencing retention of pupils in public primary schools in drought prone areas of Turkana Central Division in Turkana Central District, Kenya.***" I am pleased to inform you that you have been authorized to undertake research in **Turkana Central District** for a period ending **31st July, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Turkana Central District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Turkana Central District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX V: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Margaret Achieng Omondi
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in

Location	District	Province
Turkana Central		*Rift Valley*

on the topic: Factors influencing retention of pupils in public primary schools in drought prone areas of Turkana Central Division in Turkana Central District, Kenya.

for a period ending: 31st July, 2013.

PAGE 3

Research Permit No. *NCST/RCD/14/013/883*
Date of issue *30th May, 2013*
Fee received *KSH. 1000*

Applicant's Signature

For Secretary
National Council for
Science &Technology